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The Evaluation of the Basic Cooking Skills/Healthy Eating (BaCE) Programme for Young Offenders at Polmont

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Abbreviations

BaCE	<u>B</u> asic <u>C</u> ooking Skills/Healthy <u>E</u> ating
BOGH	Balance of Good Health
CFDW	Community Food Development Worker
HMYOI	Her Majesty's Young Offender Institution
HPP	The Health Promoting Prison
ILU	Independent Living Unit
NHSFV	National Health Service Forth Valley
SPS	Scottish Prison Service
YO	Young offenders

Executive Summary

Background

The Basic Cooking Skills/Healthy Eating (BaCE) programme was first proposed in Her Majesty's Young Offender Institution (HMYOI) Polmont in 2008 as a collaborative health improvement venture between NHS Forth Valley (NHSFV) and the Scottish Prison Service (SPS). The collaboration sought to develop the programme, including its structure, content, delivery, and to use it as a social learning tool, based on existing resources and practices within the local NHS Health Board and Prison Service. By 2012, the programme was being delivered jointly from within the Independent Living Unit (ILU) in Polmont and by a NHSFV community food development worker (CFDW) and an SPS officer. BaCE had a variety of goals including the promotion of independent living skills, improving dietary knowledge and increasing health improvement capacity within HMYOI Polmont.

Evaluation aims and objectives

The purpose of this evaluation was to assess the outcomes of the BaCE programme, including benefits to prisoners, the prison service, and the prison healthcare system. The specific objectives were to determine:

1. What health improvement opportunities were delivered in HMYOI Polmont as a result of the BaCE programme;
2. If the BaCE programme improved young offenders' nutrition knowledge and attitudes toward cooking and healthy eating;
3. If the BaCE programme improved young offenders' independent living skills relating to cooking, budgeting and socialising skills;
4. If the BaCE programme strengthened partnership working between SPS and NHSFV staff
5. Opportunities for future health improvement programme development; this objective is presented as the recommendations.

The evaluation team worked in collaboration with the BaCE programme stakeholders in order to explore a logic model detailing the structure, processes, and expected outcomes of the

BaCE programme. Using this logic model the BaCE programmes' delivery and expected outcomes were identified and formed the focus for this evaluation.

Evaluation methodology

The evaluation used a mixed methods approach.

Quantitative findings resulted from survey questionnaires completed by male young offenders participating in a block of sessions of the BaCE programme in Polmont, including 8 administered before the programme had started (Baseline, Appendix 1) and 16 administered at the end of the programme (Follow-up, Appendix 2). The questionnaire included a number of measures including: healthy eating and diet choices, self-esteem (Rosenberg Self-Esteem Scale) and social anxiety (State Social Anxiety).

Qualitative material from 2 interviews with NHS Forth Valley Oral Health Improvement staff and 3 interviews with SPS prison officers explored staff experiences of the BaCE programme development, delivery and successes within the prison environment (Appendix 3).

Main Findings

Evaluation Objective 1: to determine what health improvement opportunities were delivered in HMYOI Polmont as a result of the BaCE programme

Strengths of BaCE programme

- Sustainable health improvement programme developed for young offenders in HMYOI Polmont.
- Introduction of Community Food Development Worker (CFDW) role within the prison brought specialist knowledge and a staffing resource to deliver health improvement.
- Increased capacity to deliver a structured and tailored health improvement resource for young offenders which encompasses a range of topics: health, food hygiene, cooking skills, social skills, budgeting skills.
- An effective recruitment strategy has established the BaCE programme as a stable opportunity for education for young offenders in Polmont.
- Resource to support prison staff to engage young offenders in the learning process within the Independent Living Unit (ILU).
- Resource which aided prison officers to develop their own knowledge and understanding of health improvement and to support the delivery of a health improvement programme.

Challenges of BaCE programme

- Changing management structure led to strategic changes which had unplanned consequences for the BaCE programme.
- Loss of prison officers with a remit to deliver BaCE made it more difficult to deliver the programme within prison environment (regime & security restrictions).
- Strategic changes in the ILU led to the inclusion of young offenders who did not meet BaCE selection criteria; the resulting change in group dynamics led to the safety concerns and suspension of the programme.
- The CFDW (delivering the BaCE programme) is not always available for timetabled dates.

Evaluation objective 2: to determine if the BaCE programme improved young offenders' nutrition knowledge and attitudes toward cooking and healthy eating

Strengths of BaCE programme

- Effective recruitment of young offender's (YO's) interested in food and cooking.
 - Interest in food ingredients and nutritional content of food increased further to 75% (from 63%) of participants after BaCE.
- Young offenders reported improved eating habits across a number of measures:
 - 56% improvement in intention to sit at a table for a meal;
 - 35% improvement in intention to have regular meal times;
 - Almost half of respondents planned to reduce snacking in favour of set meal times.
- Considerable shift in cooking habits was reported amongst young offenders:
 - Increased enjoyment from cooking with 9 out of 10 responding positively after the programme;
 - 20% increase in intention to read food labels in the future;
 - Majority of YO's (94%) planned to cook a meal after participating in the programme.
- High percentage of YO's (63%), before and after BaCE, would still eat at the first signs of hunger.
- YO's reported improved attitudes toward cooking across all measures: 'being able to cook', 'like to cook', 'enjoying eating what I have cooked', and 'enjoy eating my food with others'.
- Increase in mean self-esteem scores from 15.7 to 17.1.
 - Greatest improvements were observed across 3 items: 'being as good as others', 'feeling useless' and 'thinking of self as a failure'.

Challenges of BaCE programme

- Limited change in some food- and cooking-related habits reported after participation in the programme:
 - No change in likelihood to make shopping lists which remained low (12%) at follow-up;
 - Despite a substantial increase, intention to read food labels remained low (at 20%) after BaCE.
- Whilst overall social anxiety levels remained low after BaCE, the increases that were reported indicate YO's may not have realised the final learning phases undertaken in the acquisition of new skills:
 - The most pronounced shifts related to YOs' worries about 'weaknesses being noticed'; 'not being liked' and fearful of 'being the centre of attention'.

Evaluation objective 3: To determine if the BaCE programme improved young offenders' independent living skills relating to cooking, budgeting and socialising skills.

Strengths of BaCE programme

- Scope of the programme was expanded beyond improving cooking-related knowledge and nutritional knowledge.
- Social skills and budgeting skills were included in the programme content.
- The young offenders have demonstrated the capacity to produce meals from the practical cooking skills they learned during the programme.
- The range of skills gained by young offenders has improved self-sufficiency prior to release and will be translated to behaviour change when re-integrating into the communities they return to.

Evaluation objective 4: to determine if the BaCE programme strengthened partnership working between SPS and NHSFV staff.

Strengths of BaCE programme

- Collaborative working between NHSFV and SPS was driven by shared goal to improve food knowledge and cooking skills.
- The partnership worked together to produce a programme which was tailored to the needs of young offenders and the prison officers charged with their care.
- Members of the partnership were given the means and opportunities to draw on each of their own personal strengths e.g. knowledge of health improvement (CFDW), experience teaching young offenders (prison officers).
- The programmes' effectiveness was greatly improved through partnership working and this has had important benefits in terms of programme longevity.
- The partnership worked together to ensure consistent delivery of the BaCE programme within the challenging setting of a prison environment e.g. security restrictions.
- The programme improved relationships between the prison officers and young offenders.

Challenges of BaCE programme

- Staff changes, commonplace within the prison setting, proved to limit progress as a result of managerial changes and operational changes.
- Cross-sector communication challenges led to the selection of unsuitable participants, limited numbers or inconsistent attendance.
- Loosely defined managerial roles led to challenges responding to the organisational and operational restrictions encountered within the prison context.

Conclusions and recommendations

The BaCE programme provided a platform for health improvement for young offenders. It allowed the creation of a role for a Prison Community Food Development Worker who coordinated and delivered the programme. It permitted prison officers to create health improvement opportunities through collaborative working with young offenders by recognising challenges in recruiting young offenders to the programme and incorporating different ways of working with young offenders into their work regimes. At times, however, maintaining the programme has been problematic particularly when faced with changes commonplace within a custodial setting. It is therefore recommended that the partnership should continue to work together in order to:

Recommendation 1. Adopt a clear communication strategy and, where applicable, assign responsibilities to ensure timely identification of potential impacts to the programme.

Recommendation 2. Devise a strategy to minimise disruption to the programme from potential impacts.

The BaCE programme has been successful in both recruiting self-motivated participants' interested in food- and cooking-related topics whilst also increasing their interest further in food ingredients and their nutritional content. Following participation on the programme participants improved eating habits across a number of measures including intention to cook meals, have regular meal times, reduce snacking, and sit at a table for a meal. There was some improvement in cooking habits reported by young offenders with reports of increased enjoyment from cooking, intention to read food labels and the majority of young offenders planning to cook a meal in the future after participating in the programme. These findings suggest that the young offenders participating in BaCE have enjoyed the process of acquiring meaningful cooking skills which they envision as being beneficial and accomplishable in the future.

However, the proportion of young offenders reporting they would make shopping lists or read food labels remained relatively low after participation in the course. It is likely these findings

are indicative of the poor literacy levels prevailing within the prisoner population at large where an estimated 40% of individuals will have reading skills equivalent to an 11-year-old [1]. It is therefore recommended that:

Recommendation 3. Additional training outcomes are developed relating to the benefits of planning/ preparing to cook meals.

Recommendation 4. Incorporation of specific objectives relating to usefulness of shopping lists and how food labels relate to nutritional content.

The trends for the cooking-related attitudinal measures indicate young offenders got more enjoyment from cooking after participating in the programme with moderate increases in self-esteem. However, increases in some dimensions of social anxiety were noted, indicating that, whilst participants gained a number of social skills, some of the young offenders experienced increased anxiety associated with fears of criticisms and lack of confidence [2]. It is therefore recommended that:

Recommendation 5. Tailored training and feedback on a one-to-one basis is incorporated into the programme in order to support young offenders as they adapt to the new independent living skills they have acquired.

While successfully delivering a comprehensive programme aiming to improve cooking-related knowledge and nutritional-related knowledge amongst young offenders, the BaCE programme has a broader perspective and its' scope includes a range of independent living skills, including social skills and budgeting skills. Staff observations provided evidence that the programme taught young offenders the practical cooking skills needed to cook a nutritious meal. Young offenders participating in the programme have shown moderate and observable changes in independence indicating they have the capacity to translate the cooking skills and confidence they have learnt, into positive behaviour changes as they return to their home communities. Across the participant interviews a number of themes for the programme's future development emerged. It is, thus, recommended that:

Recommendation 6. The BaCE programme can benefit other vulnerable young men and should be expanded to include all young offenders, approaching liberation, from Polmont prison.

Recommendation 7. The BaCE programme should be developed in order to increasing the emphasis on offering accredited qualifications thus providing an opportunity for young offenders to gain employment following liberation.

1. Introduction

1.1 Healthy eating and cooking skills as strategies of health improvement in prisons

Scottish prisoners have long been recognised as individuals who are overly-representative of some of the poorest communities in the country and, owing to their social circumstances, many will present in prison with complex healthcare needs [3]. In 2002, the extent of poor oral health experience was highlighted in the Scottish Prisoners' Dental Health Survey where prevalence of severe and rampant decay, (requiring extraction of teeth), was three times higher in the prison population when compared with the general population [4]. Prison is, however, recognised as an opportunity to stabilise and improve health status and experience [3, 5]. Consequently, national health directives in Scotland have recognised the prison population as a priority group for oral health improvement [6].

In Scottish prisons, up until 2012, efforts to promote health and wellbeing have been guided by the principles outlined in 'The Health Promoting Prison' framework (HPP) [5] and improving opportunities for health within the workplace are outlined by the Scottish Government within the action plan for Healthy Working Lives [7]. Within the HPP, the Scottish Prison Service (SPS) advocated collaborative working with an increased focus on joined-up approaches to health improvement. An overall driver for programme development for health promotion is improved prisoner psycho-social well-being [8] and it is recognised that one means of achieving this overall goal would be to increase the lifestyle skills of prisoners. One acknowledged lifestyle skill was the ability to cook to provide nutritious meals on release [5]. Consequently, improvements in the provision of cooking skills among prisoners with programme development to include links to dental health, hygiene, physical activity and general well-being wherever possible is recommended [5, 8].

The diet provided for prisoners within the prison environment has been the subject of continued policy [5] and research efforts [9, 10]. Little attention has so far been paid to the effects of increasing young offenders' nutritional knowledge and how they subsequently make healthier choices when applying this knowledge to their cooking skills. Healthy eating and cooking skills are, therefore, not only regarded as a contributor to prisoner health improvement but also to prisoner rehabilitation, reintegration and resettlement [11]. In this

respect, the effect of diet goes far beyond physical health but influences psychological health and social wellbeing [12] as reflected in lower experiences of personal violence in the prison setting [13].

1.2 The BaCE Programme

Consequently, it seems that the introduction of a health improvement intervention, couched in a cooking knowledge and skills programme, could have the ability improve the psycho-social health and well-being of young offenders as they learn lifestyle skills during their transition back into the community. Therefore, the purpose of this report is to provide an overview and evaluation of the Basic Cooking Skills and Healthy Eating (BaCE) programme introduced to young offenders as part of their health improvement interventions within the Independent Living Unit of HMYOI Polmont.

1.3 Context for the BaCE Programme: HMYOI Polmont

HMYOI Polmont is run by the Scottish Prison Service (SPS) and is Scotland's only national prison designated for male Young Offenders aged between 16 and 21 years of age. As such, it accommodates Young Offenders (YO's) serving a wide range of sentences from 6 months to Life in addition to YO's held on remand. Polmont has an operational capacity of approximately 760 prisoners who are housed across 3 residential halls. The facilities available in Polmont include the Independent Living Unit (ILU) where young offenders approaching liberation are supported, by a number of service providers, in preparations for returning to the community [14].

Table 1. Framework for NHS Forth Valley and HMYOI Polmont Basic Cooking Skills/ Healthy Eating Programme for Young Offenders

INPUTS	ENGAGEMENT/ INVOLVEMENT	OUTPUTS	OUTCOMES	IMPACTS
SPS Polmont - access to Independent Living Unit (ILU) including kitchen equipment and materials.	Increased partnership working between Oral Health Improvement (OHI) group, other health services and SPS.	Developed structured 6 week cookery workshop for YOs.	Strengthened and more effective partnership working between NHSFV and SPS.	Deliver on DAP Prison Oral Health Improvement programme which had highlighted food and nutrition as key determinant for health in this population.
2 prison officers: escort, maintain order, monitor, and co-deliver the programme.	Recruit 8 YOs approaching liberation from Blair residential at start of each 6 week block of sessions.	2 prison officers qualified on REHIS food and health programme.		
SPS Polmont Residential Unit Managers: promote course and identify YO's for participation on the programme.		Creation of health improvement resources for prison: recipes, practical exercises, quizzes, budgeting sheets, DVD.	Increase opportunities for health improvement in Polmont.	
NHSFV: funding for Community Food Development Worker (CFDW) and programme materials/ ingredients.	2 peer educators (over 18s): qualified on REHIS food and health to support delivery of programme.	Creation of health improvement pack for YOs: class recipes and practical advice.	Improve YO's knowledge and attitudes: food, health & safety, food hygiene, healthy eating.	Improve community re-integration for YOs by increasing independent living skills.
NHSFV CFDW: develop & deliver the programme.		Trained YOs: cooking skills, budgeting skills, social skills, group work, independent living skills, food hygiene skills, negotiation skills, and health knowledge.		Improve independent living skills in the communities YOs' return to.
		Dissemination of BaCE programme across Polmont e.g. open days, induction, flyers.	Improve YO's independent living skills: cooking, budgeting, socialising.	

1.4 BaCE programme schedule

From its inception BaCE has evolved into a structured programme which is delivered over a six week block of sessions. Each weekly session is planned to facilitate progressive knowledge acquisition and the advancement of practical cooking skills. A current detailed outline of the BaCE programme is outlined below. At the conclusion of the programme participants are provided with an information pack outlining key messages from the programme and a recipe book produced by previous participants on the programme (Appendix 5).

WEEK 1:

- An outline of safety practices of equipment, food hygiene practices and a general discussion on the purpose of the course.
- An introduction to the Balance of Good Health (BOGH) floor/table mat and models also a brief discussion on the food groups.
- Sampling a few tasters to generate interest.

WEEK2

- Demonstration of food preparation.
- Practical cooking: home-made soup made from seasonal vegetables.
- Brief discussion on using herbs & garlic and not adding salt.
- Variety of breads to taste, wholemeal, seeded and white.

ACTIVITY: Sugar Display highlighting the different amounts of sugar in everyday foods, snacks and the effects of sugar on health.

Week2 Timetable and session plan

ACTIVITY	RESOURCES REQUIRED	TIME	TIME ALLOCATED
Introduction to the BOGH table mat	Table mat and food models/pictures	8.45	30 min
Demonstration of food preparation/ washing and chopping vegetables	Chopping board, knife and vegetable peeler	9.15	20 min
Participants gather equipment & carry out preparation and cooking of ingredients		9.35	60 min
Serve and eat prepared meal		10.35	15 min
Wash and clean work area and equipment		10.50	20 min
Feedback and evaluation		11.10	10 min

WEEK 3

- Demonstration of food preparation.
- Practical cooking: pizzas and homemade potato wedges.
- Brief discussion about the nutritional aspects of the recipe. Price comparison between bought and homemade.

ACTIVITY: Discuss the BOGH and explain why pizza can be a healthy option.

WEEK 4

- Demonstration of food preparation.
- Practical cooking: Homemade burger served with a selection of rolls, wholemeal, poppy seed.
- Brief discussion about the nutritional aspects of the recipe.

ACTIVITY: Discuss the sugar content in a selection of soft drinks and the effect of frequent sugar consumption on oral health.

WEEK 5

- Demonstration of food preparation.
- Practical cooking: Spaghetti bolognaise, chilli & rice basic
- Brief discussion about the nutritional aspects of the recipe. Tasters on various breads, naan, pitta and varieties of rice (brown/white).

ACTIVITY: Swap and Save snack display - how much fat, sugar and calories can be saved.

WEEK 6

- Recipe: Group to choose what they would like to cook this week (discussed the previous week).

ACTIVITY: discussion on how to cook and eat well on a budget. Why pre-packed food is usually more expensive.

2. Evaluation

2.1 Aim and objectives

The aim was to evaluate the BaCE programme. The specific objectives were to evaluate if BaCE programme had:

1. Delivered health improvement opportunities in HMYOI Polmont.
2. Improved the young offenders' nutrition knowledge and attitudes toward cooking and healthy eating and psycho-social health and well-being.
3. Improved the young offenders' independent living skills relating to cooking, budgeting and socialising skills.
4. Strengthened partnership working between SPS and NHSFV staff.
5. Provided opportunities for future health improvement programme development.

2.2 Methodology

The evaluation used a mixed methods approach, consisting of a questionnaire survey of young offenders alongside interviews with prison officers and NHS Forth Valley (NHSFV) staff.

2.2.1 Sample

Sixteen young offenders from Polmont, attending the BaCE programme during the evaluation period, participated. Eight young offenders participated at baseline and 16 young offenders at the end of the BaCE programme i.e. follow-up. Information sheets and consent forms were provided to the young offenders prior to the start of data collection. All participating young offenders were male and aged between 16 and 21 years of age.

A purposeful sample of 5 key SPS and NHSFV stakeholders was sought for the individual staff interviews.

2.2.2 Questionnaire

(i) Content of Questionnaire

The questionnaire consisted of six sections (Appendices 1 and 2). Section 1 assessed young offenders' interests in what ingredients were in the food they ate, what foods they felt were good for them, and what ingredients they need to prepare certain dishes (e.g. Spaghetti).

Sections 2 and 3 assessed eating and cooking habits before coming to prison at baseline and intentions for after prison at follow-up. Participants were questioned about mealtime routines and snacking habits, shopping behaviours, likelihood to cook own meal, and enjoyment experienced from cooking.

Section 4 further explored feelings regarding cooking skills, satisfaction from cooking and preparing food for a social gathering.

Sections 5 and 6 examined psycho-social health and well-being by assessing participants' self-esteem, using a modified version of the Rosenberg self-esteem scale [15], and social anxiety using the State Social Anxiety Assessment scale [16]. The Rosenberg self-esteem scale [15] is a valid and reliable measure consists of 10 items such as 'I am happy with myself', 'I sometimes feel that I am a loser'. Each item is measured on a 3 point Likert scale. Items are scored from 0 to 2 and with total scores ranging from 0 (low self-esteem) to 20 (high self-esteem). The State Social Anxiety Assessment scale [16] assesses social anxiety as an indicator of psychosocial well-being using a 7 item inventory on a 3 point Likert scale. Items are scored from 0 to 2 and added to compute a total score ranging from 0 (not socially anxious) to 14 (socially anxious).

(ii) Administration of the questionnaire

Young offenders were asked to complete a questionnaire at baseline (Appendix 1) and at the end of the BaCE programme (follow-up) (Appendix 2). The questionnaire took young offenders no longer than 20 minutes to complete. No personal identifiers were recorded therefore it was not possible to match follow-up responses to baseline measures. All answers were treated confidentially.

2.2.3 Statistical analysis

Completed questionnaires were coded and entered on an electronic database and statistical analysis undertaken using IBM SPSS Statistics v19. The data analysis included frequency distributions and the valid percentages, for baseline and follow-up, are presented as graphs in this report.

2.2.4 Staff interviews

Qualitative semi-structured interviews were utilised which would allow participating stakeholders to identify their own experiences and perspectives of the programme design, implementation and outcomes (Appendix 3). Posters informing staff about the evaluation were displayed within the prison one week prior to the start of the evaluation. The interviews were recorded and transcribed. Any identifiable attributes in the transcriptions were anonymised. The qualitative analysis methodology of content analysis was adopted to examine the manifest content in the transcripts. These findings are summarised under the relevant evaluation objectives.

2.3 Ethics approval

Ethics approval was granted by the University of Dundee in June 2011 and the Scottish Prison Service Research Ethics Committee. Informed consent was sought from all participants prior to taking part in the evaluation and all data collected was anonymised.

3. Evaluation Objective 1

To determine what health improvement opportunities were delivered in HMYOI Polmont as a result of the BaCE programme.

Key findings

Strengths of BaCE programme

- Sustainable health improvement programme developed for young offenders in HMYOI Polmont.
- Introduction of Community Food Development Worker (CFDW) role within the prison brought specialist knowledge and a staffing resource to deliver health improvement.
- Increased capacity to deliver a structured and tailored health improvement resource for young offenders which encompasses a range of topics: health, food hygiene, cooking skills, social skills, budgeting skills.
- An effective recruitment strategy has established the BaCE programme as a stable opportunity for education for young offenders in Polmont.
- Resource to support prison staff to engage young offenders in the learning process within the Independent Living Unit (ILU).
- Resource which aided prison officers to develop their own knowledge and understanding of health improvement and to support the delivery of a health improvement programme.

Challenges of BaCE programme

- Changing management structure led to strategic changes which had unplanned consequences for the BaCE programme.
- Loss of prison officers with a remit to deliver BaCE made it more difficult to deliver the programme within prison environment (regime & security restrictions).
- Strategic changes in the ILU led to the inclusion of young offenders who did not meet BaCE selection criteria; the resulting change in group dynamics led to the safety concerns and suspension of the programme.
- The CFDW (delivering the BaCE programme) is not always available for timetabled dates.

3.1 Overview

SPS and NHS staff members who were interviewed as part of the evaluation emphasised three areas of the programme they considered to have worked particularly well. They indicated that the setup and delivery of the programme laid the foundation for a learning and working environment that was conducive to young offenders. As a consequence, they reported that the programme managed effectively to engage young offenders and to help in breaking down barriers between staff and prisoners. This setup was also reflected in the cooking, social and other independent living skills they perceived the young offenders acquired throughout the duration of the programme.

3.2 Introduction of a health improvement programme

The initial plans for the BaCE programme evolved from existing work with young offenders within HMYOI Polmont and the NHS Forth Valley's (NHSFV) aim to promote oral health within the prison setting (Figure 1). By the time of this evaluation the BaCE programme was being delivered to young offenders in HMYOI Polmont as a dedicated workshop running once a week for six weeks in the Independent Living Unit (ILU).

The NHSFV Community Food Development Worker (CFDW) who convened the BaCE programme started the first week by talking about health and safety in the kitchen. This included cleaning the kitchen prior to cooking, washing hands, and personal hygiene. Later sessions included a 20 minute class on basic nutrition information, covering the importance of having a balanced diet and its effect on body and mind. The CFDW introduced the recipe of the day, demonstrated how to prepare ingredients and cook the dish of the day and allocated young offenders to complete various cooking tasks such as chopping vegetables.

Mindful of the low functional literacy levels in prison populations, recipe hand-outs were not routinely offered to young offenders but were available on request. Similarly, quizzes or other paperwork was designed to accommodate low reading levels.

The CFDW who facilitated the programme used the first cooking sessions to make soups and curries to demonstrate the ease with which these dishes can be cooked. The actual cooking

activities were accompanied with information about the costs (outside prison) to purchase the ingredients and the different retailers in which the ingredients could be purchased. From the beginning onwards, cleanliness and the social aspects of cooking and eating were a key component of the programme. This included washing the dishes and tidying up after the cooking as well as sitting down at a table together and having a conversation while the dishes were eaten. These elements of the cooking programme are referred to below:

“See, a lot of them don’t even know how to boil an egg, honestly. Because a lot of them either live off microwavable meals ... or a takeaway. A lot of the boys probably did not even eat twice a day when they were outside. And that’s basically why when we started to talk about healthy eating we did not do any of the courses about five- a-day; we never really touched on that. [The CFDW] would talk about it through making food ... at first ... it was basically getting them to do soup or a curry just to show how easy it was, budgeting, and to learn about how much it costs. She would come in and say ‘I have got all this from Lidl’s for £5.20’, and the boys were like ‘what?’, and they were learning the skills that they never ever had before. Because they either went from having nothing in their house, or their mom cooking, to getting fed here. So, they never actually got anything, maybe they made a sandwich, if you’re lucky ... And the next minute, they were getting to use the washing machine and the cooker. And then afterwards, they would sit around having a conversation, they went to use a fork and knife, and half of them did not even know how to set a table. That’s when we were like, you know what, this could be for the whole of Polmont because it could be” (Male, SPS).

3.3 Creation of a dedicated health improvement staff role

The Community Food Development Worker (CFDW) delivering the programme was the main resource invested by NHSFV. The CFDW was valued as a colleague, health professional, educator and role model by all of the interviewed staff who praised the CFDW’s role in the successful delivery of the programme.

“I think it’s really good to have input from the Health Board side. Although we run cookery classes in prisons ... their main focus is not necessarily health and it’s good to have health

professionals again teaching healthy eating and raising awareness and all that. I think it's always good from a staff point of view as well to have other people, other ideas from people in slightly different professions that work in the same area linking together so that's good I would say" (Female, SPS).

The style in which the BaCE programme was delivered was also highlighted by various interviewees. They emphasised the importance of the CFDW's hands-on and interactive approach, which appeared to be different from many other courses provided within the prison environment. The selection of meals the young offenders were preparing was further seen as a strength of the CFDW's approach.

"I think, the actual interaction [with the CFDW] works well, I think the fact that [the CFDW] chooses food they recognise is important. So it's may be like a chicken curry or a burger but it's a healthy option so it's not something that they would say: 'Oh I have never seen that before, I am not gonna try that'. So that works well, that engages and it's done in a very interactive way" (Female, NHS).

3.4 Sustainable & supportive environment for health improvement

The prison management agreed to the use of the ILU as long as the activities were cost-neutral. Initially, the facilities were used to make coffee and small snacks and consume them within the relaxed ILU environment as a reward for good behaviour while at the same time staff were modelling positive social skills. Initially, the food required for these activities were provided by the prison kitchen but was restricted to items that were cheap and could be spared by the kitchen staff.

The prison offered to make the ILU and its facilities available and provided support from prison staff while NHSFV agreed for one of their CFDW's to run the programme and to provide the required food items. Building on the prison staff's previous experience, the participants of the first programme consisted of trusted young offenders who had earned their selection through their behaviour.

The physical ILU environment and the style in which the programme was delivered by the NHSFV CFDW combined to provide an engaging learning environment.

Staff regarded the relaxed and informal space provided by the ILU as a considerable factor in creating an atmosphere that was different from the routine prison environment. This contrast as well as the kitchen and living room space within the ILU provided a realistic simulation of a home environment. Sofas, armchairs, kitchen furniture, cookers, sinks, crockery and cutlery all contributed to this atmosphere.

“When the boys come out, they lie on the couch here and it’s like a home environment. Even though we are still in the prison but it’s a place where they can relax and they can be themselves. This does not even feel like a work party, it feels totally different” (Female, SPS).

SPS staff, who had been involved in setting up the BaCE programme, had been trained to work on breaking down barriers between young offenders and themselves. They had gained experience in engaging young offenders within the relaxed environment of a prison-based outlet centre, which had been run in the spirit of a youth centre. The approach to engage young offenders and break down barriers is outlined in the following quote:

“So we go down to play pool or table tennis, do group work, maybe talk about knife crime or alcohol or sexual health ... Even though we were officers we used to wear combat trouser and polo shirts when there and then when we work back in the [residential] hall with the same boys we put black and white [uniform] on again. This way, we would still try to keep that barrier and the boys knew that there was a line. But we tried to do more kind of interacting with them compared to the rest of the halls” (Male, SPS).

Staff involved in this approach considered a relaxed and engaging approach promising in preparing young offenders for life after their imprisonment. Following the youth centre’s closure, the prison staff involved were keen to continue working with young offenders in a relaxed environment. At that time, the ILU offered a facility, which was conducive to this

approach and had available capacity. The unit contained sofas, armchairs, kitchen units, access to a garden patch, etc. Coincidentally, the same staff had been involved in discussions about improving healthy eating, access to fresh food in the prison canteen and oral health. They suggested utilising the ILU to combine the healthy eating agenda with their approach to breaking down barriers with young offenders.

3.5 Effective recruitment strategy

At one estimate, approximately 150 young offenders had attended the BaCE programme. The prisoner numbers per session differed due to the difficulties in retaining participants outlined below. However, once a sound selection process had been established, prisoner numbers remained steady over the duration of an entire programme. Feedback from prison staff and young offenders at Polmont also led to other prisons' interest in and uptake of the programme (HMP Glenochil and HMP&YOI Cornton Vale).

The importance of the prisoner selection and engagement processes were emphasised by most staff involved in the BaCE programme. In HMYOI Polmont, initially, the selection of young offenders onto the programme was based on their behaviour and group dynamics. During the early stages of the programme's development, the residential officers involved were able to make informed decisions on the young offenders' selection as they were working with them on a daily basis:

"Right, initially before Plan B started in Blair House, we basically selected the boys as in who best deserved it or the best behaved ones. We also had to consider the dynamics between the guys and sometimes we included two or three who were a bit more challenging" (Male, SPS).

The prisoner selection process did not follow a number of set criteria but relied on the efforts of the ILU staff and on residential officers on duty at the time of the programme. During their induction into the prison, young offenders are also visiting the ILU. ILU officers used this occasion to identify young offenders suitable for the programme and pass them on to residential officers involved with the programme.

Once the programme had been established in the ILU, residential officers had become less consistently involved in the delivery of the programme and the prisoner selection. Moreover, changes in the ILU setup meant that the programme was opened up to all young offenders under 18 years of age who wanted to participate. They were no longer hand-picked by staff but their permission to remain on the programme still depended on their behaviour.

In an attempt to provide young offenders with first-hand information about the programme, the CFDW facilitating the programme sometimes visited the halls to promote the programme among the young offenders. The creation of an early output in the form of a recipe book designed and developed by the young offenders in collaboration with the programme staff also raised awareness of the programme relatively soon after its start. The recipe book and its launch within the prison managed to change a number of staff's views of the programme and also individual young offenders, as is indicated by the following quotes:

"We have had staff who were at first were kind of very sceptical and saying things like 'oh you know, that person can be really difficult within the prison and I would have never thought they would be able to achieve that'. Staff ... have really turned around and are quite positive now of it, so it's changed their opinions ... what the prisoner's response to something like cooking would have been" (Female, CFDW).

"All out boys were involved in that, so that was quite interesting. And we had a presentation with the governor, headquarters and other staffs; and they [the prisoners] did the presentation and they made all the foods and had tea and coffee and cakes, because they boys were really wanting to see things like healthy sweets; like a cheesecake maybe made with a half fat cheese and creamed fresh, and they were like ... all healthy here, fruit on the top and kind of things that they probably don't get in the hall; I think it was about 60 people that came in and the families as well, they saw what boys could do" (Female, SPS).

The programme is currently managed and run jointly between the CFDW, the ILU manager and a residential officer. This setup has two main advantages. First, the residential officer knows the young offenders well. Their level of familiarity with the young offenders is an asset in encouraging offender participation as well as preventing or efficiently dealing with unwanted behaviours. Secondly, the residential officer and the ILU manager are able to reinforce relevant learning points throughout the week or even run sessions if the CFDW is not able to attend a session.

3.6 The Challenges

3.6.1 Challenges retaining staff resource for BaCE programme

The programme started well and met the expectations of the prison and NHS staff involved. It also appeared to have been enjoyed by the participating young offenders. However, the fragility of the programme's organisational setup became apparent when, after one year, the two key prison staff involved were allocated different roles. At the same time, the management of the ILU changed and prison management insisted on having ten mainstream young offenders in the ILU every day. The change in criteria for young offenders' participation in the programme, particularly, from young offenders rewarded for good behaviour to mainstream young offenders with no specific criteria for attending, meant that the programme was stopped after two sessions due to the CFDW feeling that the changed group dynamics was making it too difficult to deliver the programme learning outcomes.

The programme re-started after negotiations between the prison and NHSFV that the young offenders selected for participation would be aged 18 and under, with the exception of trusted peer-tutors, who could be older than 18. The programme was then run as a three-hour long workshop held on Tuesday mornings over a period of six weeks. The informal environment and workshop approach continued to encourage prisoner participation.

3.6.2 Challenges selecting young offenders for participation in BaCE programme

Over the three years during which the programme has been offered at Polmont, prisoner selection strategies created a number of challenges for the programme providers.

The selection of young offenders does not follow a set schedule, which would be difficult to achieve given the programme's status among the main prison and prisoner activities. Instead, on the day before the programme is due to be held, an ILU officer confirms with residential officers in the halls that young offenders will be sent to the ILU. It then depends on the residential officers on duty the following morning to send the identified young offenders. At times, this reliance on residential officers had proven difficult as not enough or inappropriate young offenders were selected and sent to the ILU.

"I think it's getting the right people from the course as well. We generally get guys that are pretty good but sometimes we have got the guys that come in and eat but not tidy up when he is quite happy to damage the knife and you know. So again, we need to make sure we're getting the other type of group and trying to get the right mix" (Male, SPS).

Prison management decisions required for ten young offenders to be at the ILU at any time. This meant that, to achieve a full quota, on occasion more than one prisoner with a life sentence were included in the BaCE programme. Staff reported that young offenders with life sentences tended not to be interested in participating in the programme and on one occasion, their presence and behaviour led to the cancellation of the programme.

The experience with young offenders with life sentences is captured in the following quote:

"The client group ... was not appropriate for the course ... What happened there was they had to have ten main stream prisoners in the Independent Living Unit. [After] the first session I knew that it was not going to work because of the client group and their behaviour" (Female, CFDW).

Upon reinstatement of the programme, emphasis was again put on the selection of appropriate young offenders for the programme. The age limit was again set to offenders under 18 years old with the exception of two trusted young offenders (pass men) who were

older than 18. The trusted young offenders were used as peer tutors and to support the programme facilitators.

The view of most of the participants is that young offenders would work best if they are selected based on their behaviour and their interests. Age restrictions, sentence lengths, etc. are not considered to be necessary exclusion criteria. This view is outlined in the quote below:

"I think in the past [I thought] everybody should have opportunity to come up and experience and engage in the programme ... Three years down the road, I just think they have to earn their place there ... so that's changed for me...I would not say that, because they have committed a serious crime, they should not be given an opportunity" (Female, CFDW).

3.6.3 Challenges maintaining consistent participant attendance

From an NHSFV perspective, the programme was set up to guide young offenders through a course of healthy eating and basic cooking skills. The programme' health messages and skills acquisition elements are spread out across the various sessions within the programme. Moreover, the programme was also developed as a tool to improve wider social and communication skills. Each of these elements would be more effective if the young offenders attended all sessions of the programme.

One of the biggest challenges affecting the delivery of the programme was the turnover in young offenders and the vacillating numbers of young offenders attending individual sessions. Most interviewed staff from the SPS as well as NHSFV were disappointed with the lack of consistency in individual young offenders' attendance, as is illustrated by the following quotes.

"It's quite sad when they are expecting to see 8 or 10 boys and there are 2" (Female, SPS).

"The issue at the moment is that we have got eight prisoners and by the third week there are three prisoners; and they bring in five prisoners and ... the other prisoners ... have

been called to other programmes. Understandable, if they were in court or they have got social work visitor but so what's the priority?" (Female, CFDW).

One of the issues affecting prisoner attendance was the unpredictability of their release or moving dates. In the spirit of the ILU, staff were primarily trying to select prisoners within 16 weeks of their release date. While this was a direct effort to provide young offenders with life skills at an appropriate time, this strategy had considerable disadvantages. Whilst each prisoner is aware of his or her release date, due to a number of circumstances, this date frequently changes on short notice. The consequences for the programme were that many young offenders either started the programme late or dropped out without having finished it. The quote below briefly describes staff's experience with one prisoner who was moved to another prison on short notice:

"He got to 21 and he had eight months of the sentence left and ... [had] been helping for about eight months. He loved it, he was getting recipes and sent them home ... giving to his family and everything ... you know and one day, he is gone [to another prison]. [Staff] were devastated and the boy was devastated" (Female, CFDW).

3.7 Conclusions

It may be concluded that the BaCE programme provided a platform for health improvement for young offenders. It allowed the creation of a Community Food Development Worker who coordinated and delivered the programme. It permitted prison officers to create health improvement opportunities through collaborative working with young offenders by recognising challenges in recruiting young offenders to the programme and incorporating different ways of working with young offenders into their work regimes.

4. Evaluation Objective 2

To determine if the BaCE programme improved young offenders' nutrition knowledge and attitudes toward cooking and healthy eating.

Key Findings

Strengths of BaCE programme

- Effective recruitment of young offender's (YO's) interested in food and cooking.
 - Interest in food ingredients and nutritional content of food increased further to 75% (from 63%) of participants after BaCE.
- Young offenders reported improved eating habits across a number of measures:
 - 56% improvement in intention to sit at a table for a meal;
 - 35% improvement in intention to have regular meal times;
 - Almost half of respondents planned to reduce snacking in favour of set meal times.
- Considerable shift in cooking habits was reported amongst young offenders:
 - Increased enjoyment from cooking with 9 out of 10 responding positively after the programme;
 - 20% increase in intention to read food labels in the future;
 - Majority of YO's (94%) planned to cook a meal after participating in the programme.
- High percentage of YO's (63%), before and after BaCE, would still eat at the first signs of hunger.
- YO's reported improved attitudes toward cooking across all measures: 'being able to cook', 'like to cook', 'enjoying eating what I have cooked', and 'enjoy eating my food with others'.
- Increase in mean self-esteem scores from 15.7 to 17.1.
 - Greatest improvements were observed across 3 items: 'being as good as others', 'feeling useless' and 'thinking of self as a failure'.

Challenges of BaCE programme

- Limited change in some food- and cooking-related habits reported after participation in the programme:
 - No change in likelihood to make shopping lists which remained low (12%) at follow-up;
 - Despite a substantial increase, intention to read food labels remained low (at 20%) after BaCE.
- Whilst overall social anxiety levels remained low after BaCE, the increases that were reported indicate YO's may not have realised the final learning phases undertaken in the acquisition of new skills:
 - The most pronounced shifts related to YOs' worries about 'weaknesses being noticed'; 'not being liked' and fearful of 'being the centre of attention'.

4.1 Sample

The participating prisoner numbers were too low to conduct a meaningful statistical analysis of significant differences in scores before and after the Programme. Almost twice as many young offenders completed the follow-up questionnaire (n=16) compared to the baseline assessment (n=8). The number of missing responses recorded were however minimal despite the limited sample size with a total of 17 missing responses recorded at baseline and 6 recorded at follow-up although, none of the 33 item measures had missing responses from more than 1 participant. The associated challenges with the number of prisoner participating across the Programme duration are highlighted in the qualitative section (Section 3.6.3; Page 21).

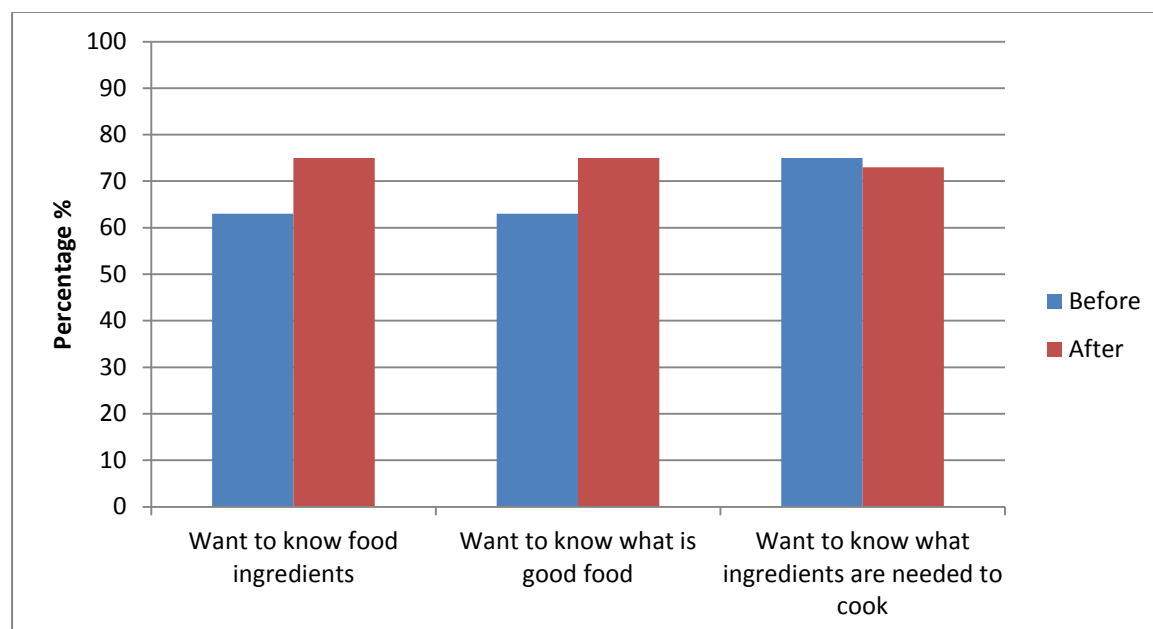
Based on the researchers' observations and prisoner comments, the young offenders appeared to have coped well with completing the questionnaire. All parts of the questionnaire appeared to discriminate well between young offenders with different views. The one exception is the State Social Anxiety scale; this scale contained mostly high scores and appeared to have not discriminated well between young offenders with higher and lower social anxiety.

4.2 Young offenders' self-reported interest in the ingredients and health status of food

At the beginning of the BaCE programme, the majority of young offenders stated they were interested in food content and the health status of food. By the end of the programme, a further increased proportion of young offenders reported they were interested to find out about the ingredients of the food they ate and what type of foods were healthier. At the end of the BaCE programme, three out of four young offenders indicated that they wanted to know about the ingredients of dishes and their health status.

The proportion of young offenders stating an interest in knowing ingredients they required to cook meals remained the same before compared with after the programme. It was noted that young offenders in general were interested in the ingredients required for making meals from the start of the programme (Figure 1).

Figure 1 Young offenders' self-reported interest in food and cooking before and after the BaCE Programme



4.3 Young offenders' perceived eating habits before and after the BaCE programme

Prior to imprisonment, none of the young offenders reported sitting at a table to eat their meals; only 50% had ever cooked their own meals; and three out of four young offenders had no regular meal times.

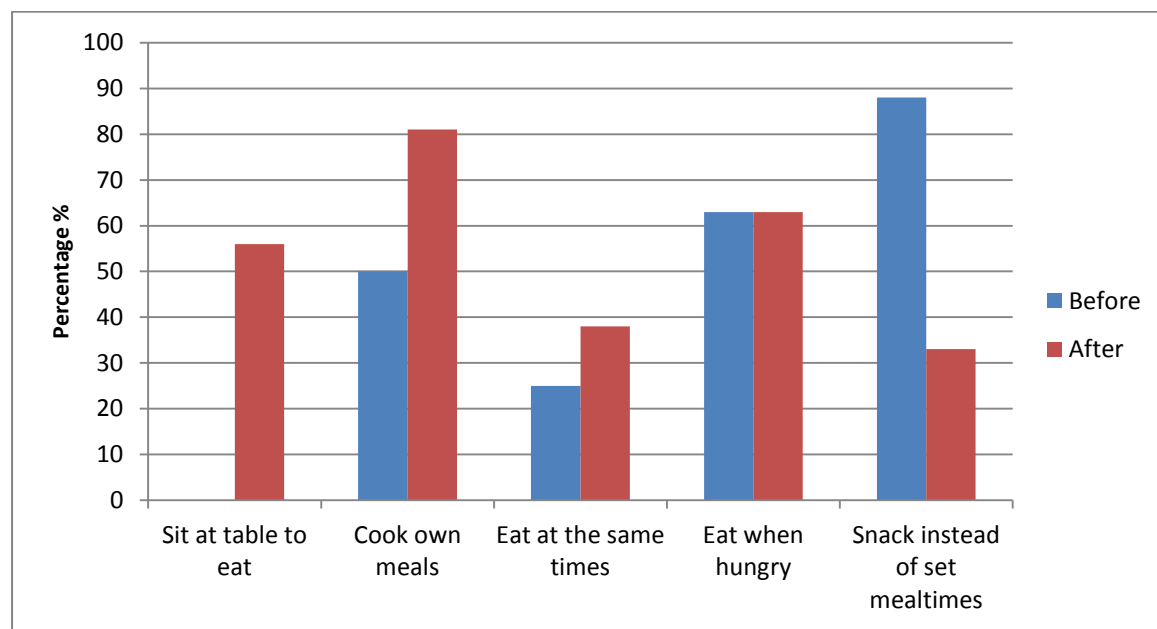
Following the BaCE programme, more than half of the young offenders planned to sit at a table to eat their meals representing a 56% improvement compared to the beginning of the programme. Four out of five young offenders at the end of the programme stated they were now planning to cook meals and nearly 40% envision having regular meal times.

Young offenders differed comparably little, before compared with after, the programme in terms of delaying the immediate need to eat when feeling hungry. Two thirds of young offenders stated they would eat something at the first signs of hunger. The only difference

after compared with before, in this respect, is that slightly more young offenders were unsure about what they would do.

A considerable difference in reported snacking before and after the Programme emerged. At the beginning of the BaCE programme, almost all young offenders reported they would snack rather than eating set meals. At the end of the programme, only a third reported that they would snack. Therefore, almost half of the young offenders planned to reduce snacking in favour of set meal times (Figure 2).

Figure 2 Young offenders' perceived eating habits before and after the BaCE Programme



4.4 Young offenders' self-reported cooking habits

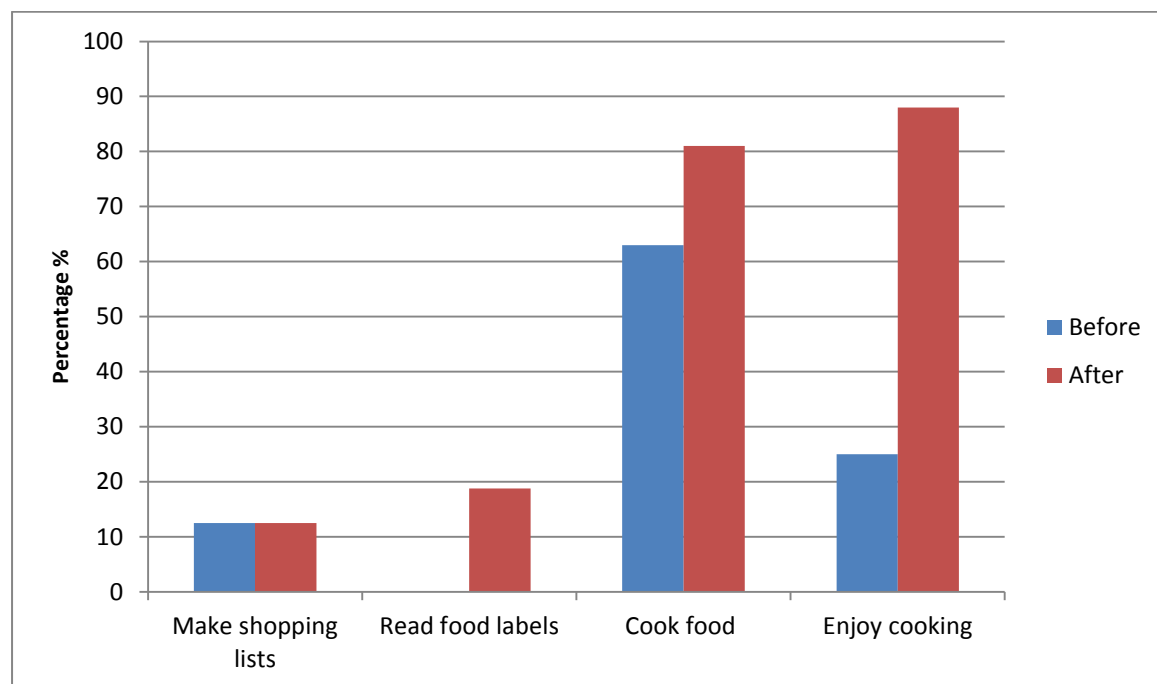
The baseline and follow-up analysis revealed a further considerable shift in cooking habits amongst young offenders taking part in the BaCE programme. Prior to the programme, one in four enjoyed cooking while two thirds of the surveyed young offenders did not. After the Programme, nine out of ten young offenders reported that they enjoyed cooking.

A small minority of young offenders reported, before as well as after the programme, that they would make shopping lists or read food labels. Following the programme there was little

difference in those stating they would make shopping lists but more stated they would read food labels in the future.

At the start of the programme, one in three young offenders reported that they sometimes cooked food; by the completion only one young offender did not plan to cook (Figure 3).

Figure 3 Young offenders' self-reported cooking habits before and after the BaCE Programme



4.5 Young offenders' self-reported attitudes toward cooking

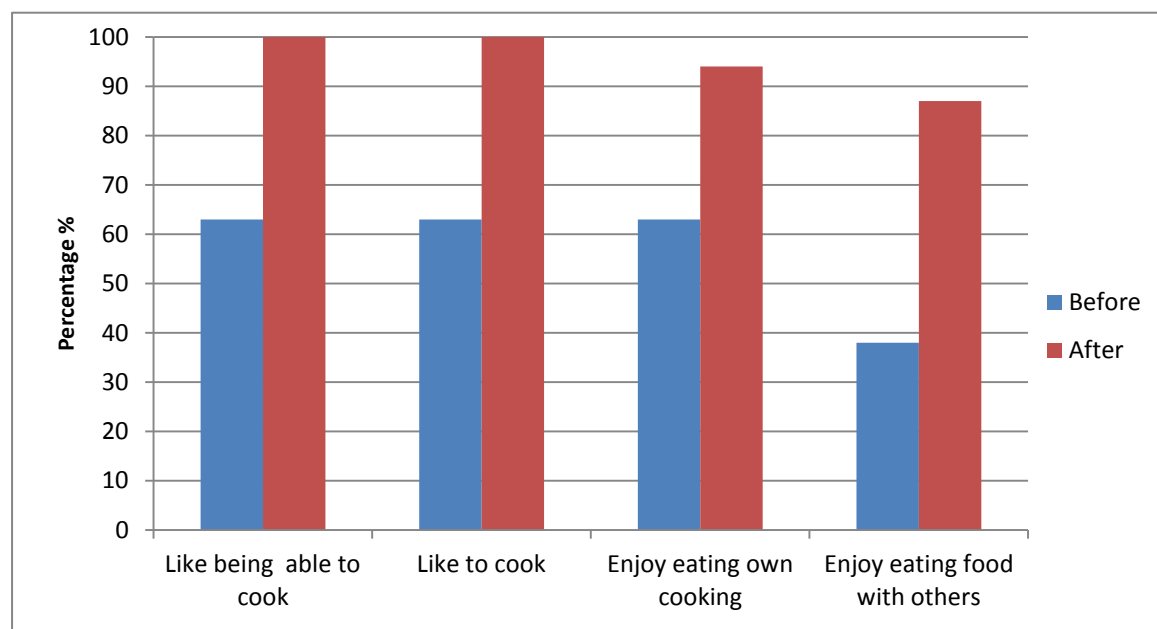
Young offenders appeared to like being able to cook with two out of three young offenders indicating their liking before taking part in the BaCE programme. Following the programme, all young offenders indicated they liked being able to cook meals.

Similarly, two thirds of the participating young offenders indicated prior to the Programme that they like cooking; at this stage two young offenders (13%) stated they do not like cooking and another 25% were unsure. At the end of the BaCE programme all young offenders reported that they like cooking.

At the beginning of the Programme, one in three young offenders were not sure if they would like to eat something they had cooked themselves. After completion of the programme, all but one prisoner (6%) indicated that they enjoyed eating what they had cooked.

Prior to the start of the Programme, almost two out of three young offenders did not like to cook or eat in the company of other people or were unsure about doing so; on completion of the programme nearly 90% reported that they like to cook and eat with others (Figure 4).

Figure 4 Young offenders' self-reported attitudes toward cooking before and after the BaCE Programme

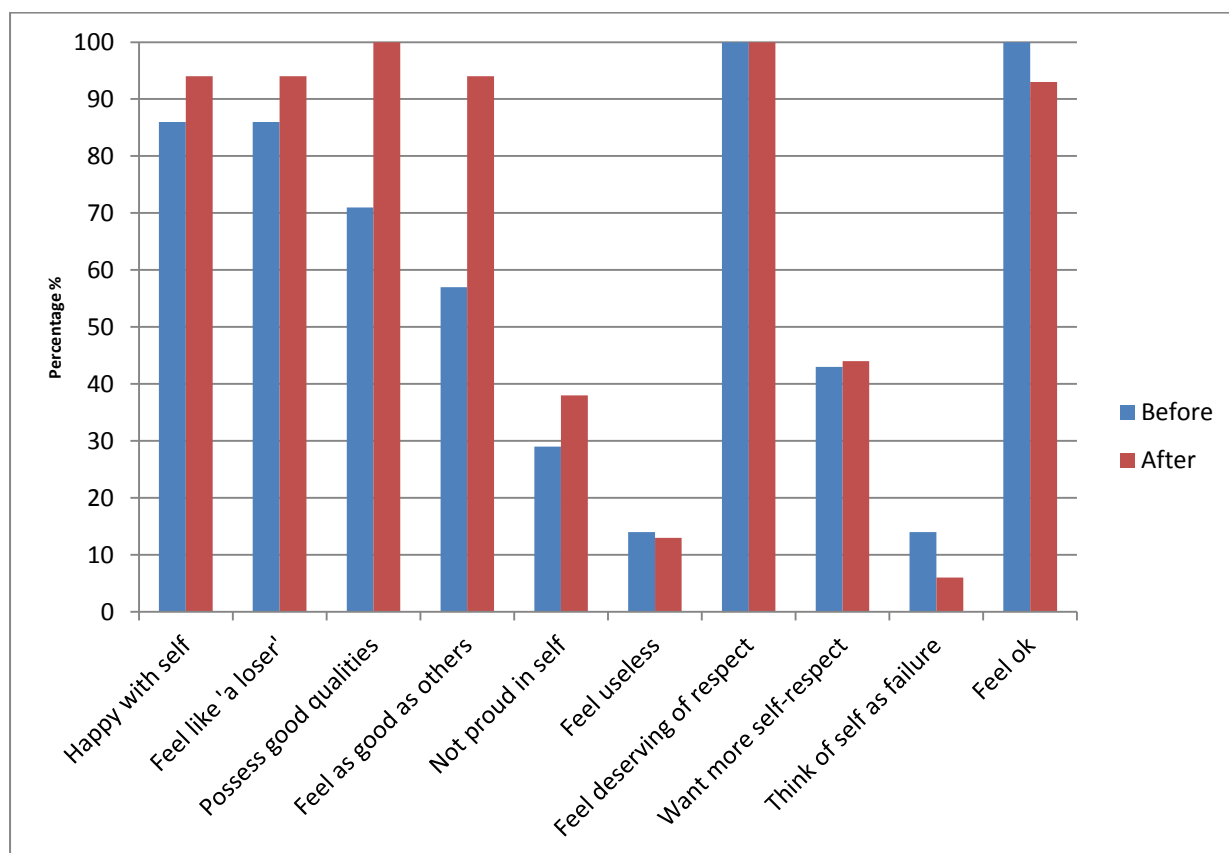


4.6 Young offenders' psycho-social health and well-being: self-esteem

The mean score for the self-esteem scale prior to the start of the programme was 15.7. This indicated a moderate to high experience of self-esteem. Post-programme mean self-esteem scores were 17.1 suggesting an increase in self-esteem following participation in the BaCE programme (Figures 5).

The after compared with before mean scores for individual items suggested that the young offenders experienced increases in possessing the qualities: 'being as good as others' and reductions in 'feeling useless' and 'thinking of self as a failure' (Figure 5).

Figure 5 Young offenders' self-esteem before and after the BaCE Programme

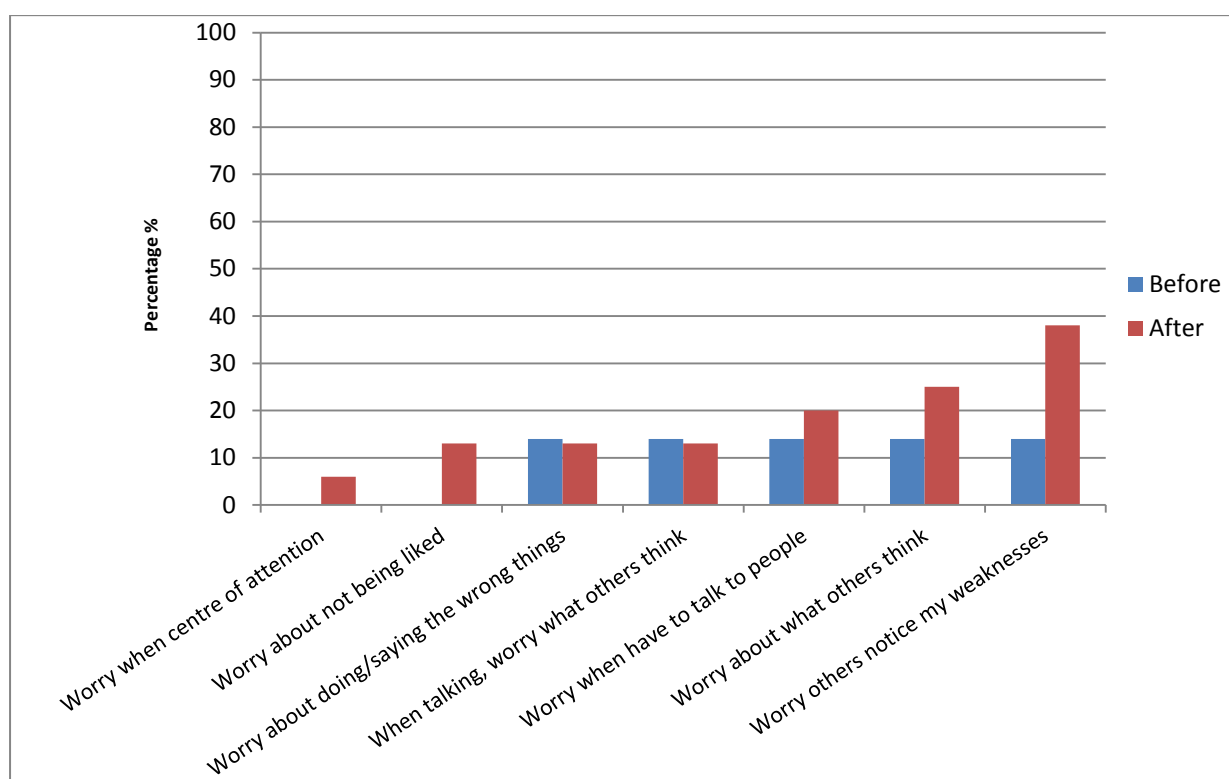


4.7 Young offenders' psychosocial health and well-being: social anxiety

As the graph in Figure 6 shows, social anxiety levels were generally low. Only moderate changes in anxiety levels before and after the programme were evident.

While in general social anxiety prevalence amongst the young offenders was low, it was interesting to note that, after the BaCE programme, increases in all social anxiety-related questions were observed. The most pronounced shift refers to young offenders' worry about their 'weaknesses being noticed'; 'not being liked' and fearful of 'being the centre of attention'. It is possible that this was related to the acquisition of new skills and their concerns of how this process impacted upon their interactions with teachers, prison officers and peers.

Figure 6 Young offenders' social anxiety before and after the BaCE Programme



4.8 Conclusions

The BaCE programme has been successful in both recruiting self-motivated participants' interested in food- and cooking-related topics whilst also increasing their interest further in food ingredients and their nutritional content.

Following participation on the programme participants reported intentions to improve eating habits across a number of measures including intention to cook meals, have regular meal times, reduce snacking, and to sit at a table for a meal. There was some improvement in cooking habits reported by young offenders with reports of increased enjoyment from cooking, intention to read food labels and the majority of young offenders planning to cook a meal in the future after participating in the programme. These findings suggest that the young offenders participating in BaCE have enjoyed the process of acquiring meaningful cooking skills which they envision as being beneficial and accomplishable in the future. However, the proportion of young offenders reporting they would make shopping lists or read food labels remained relatively low after participation in the course thus suggesting the need for

additional training delivering outcomes relating to the preparation required to cook meals. It is possible these findings are indicative of the poor literacy levels prevailing within the prisoner population at large where an estimated 40% of individuals will have reading skills equivalent to an 11 year old [1].

The trends for the cooking-related attitudinal measures indicate young offenders got more enjoyment from cooking after participating in the programme and self-esteem levels also improved slightly. However, the increase in some social anxiety measures, as a consequence of the BaCE programme, suggests the need for additional support. Fitts and Posner [2] have defined the process of learning skills within three distinct stages. During the initial phase (cognitive phase) individuals become aware of a skill and begin to reason the processes required for that skill thus, when observing behaviours, actions may seem measured, disordered and error prone. With practice, individuals grasp the knowledge required and progress to the next phase (associative phase) and are seen to actively problem-solve their own errors in order to refine their actions. The final stage of learning (autonomous phase) is reached when individuals have habitualised actions and can perform the skill with minimal errors. The findings indicated, whilst participants gained a number of skills, some may not have reached a level of confidence for them to carry on cooking independently (autonomous(ly)). These participants may benefit from additional guidance enabling them to adapt to the new independent living skills they have acquired and this may be in the form of further training or one-to-one feedback.

5. Evaluation Objective 3

To determine if the BaCE programme improved young offenders' independent living skills relating to cooking, budgeting and socialising skills.

Key Findings

Strengths of BaCE programme

- Scope of the programme was expanded beyond improving cooking-related knowledge and nutritional knowledge.
- Social skills and budgeting skills were included in the programme content.
- The young offenders have demonstrated the capacity to produce meals from the practical cooking skills they learned during the programme.
- The range of skills gained by young offenders has improved self-sufficiency prior to release and will be translated to behaviour change when re-integrating into the communities they return to.

5.1 Independent living skills developed in the BaCE programme

The BaCE programme served a variety of purposes for the staff at the Polmont Young Offenders Institute as well as the NHSFV oral health improvement team. The programme aimed to raise awareness of healthy diet options and increase the young offenders' cooking skills as well as healthy eating habits. Beyond its health and cookery focus, however, one of the main purposes was to develop and enhance independent living skills in a vulnerable and hard-to-engage population (Figure 1).

“Basically, the purpose of the course is to help vulnerable young men to develop independent living skills and particular to focus on cooking and nutritional information. That was the main purpose of the course, but like everything else, it grew arms and legs.”
(Female, CFDW)

Promoting independent living skills included increasing young offenders' social skills as well as their oral and general health. The delivery of the programme focussed on the processes of cooking, learning about food, managing the cooking environment and engaging in cooking and eating as a socially enjoyable experience. The outcomes sought were an improvement in practical skills, social skills, and an increased knowledge of nutrition as well as broader health awareness. Most of the interviewed staff further emphasised that independent living and basic cooking skills also included young offenders becoming informed about how to prepare nutritious meals using only a small budget.

Interviewed staff were convinced that young offenders participating in the BaCE programme developed valuable cooking, social, and other independent living skills. Staff were confident that the awareness raised and the success the young offenders had during the programme would translate into their behaviour once they returned to the community. One comment alluding to this stance was as follows:

“You know it seems to be a good atmosphere, they seem to be very engaged. I heard lots of comments that folk, even the prisoners, come out and say: ‘I never knew you could make chips with potato cut up and much healthier than chips’ and things like that. So folk

are taking on board these wee tips. So I think you know the environment we created was very positive and the fact that people are always producing something nice at the end, it's just been very positive for them" (Female, SPS).

The BaCE programme was not only focused on developing cooking skills but also on the young offenders' nutritional awareness. It was developed as a component of the overall drive towards health promotion and improving independent living skills. In this sense, two further skills that young offenders acquired were mentioned by the interviewed participants these budgeting and social skills.

A shared view among the interviewed members of staff was that the BaCE programme contributed to young offenders' improved self-sufficiency with respect to living in the community. Various aspects of the programme were mentioned in this respect, starting with cooking skills and regarding to budgeting and social skills.

5.2 Cooking skills developed in the BaCE programme

In terms of cooking skills, the programme coordinator (the CFDW) was confident that all of the participating young offenders had learnt how to cook. The following quotes are illustrative:

"You mean from not being able to cook to being able to cook. Well, a 100% yes. Without a doubt; and I always say at the end of the course, we have a small celebration where they get a basic certificate and prepare [food] for whoever comes up ... They all now can cook, not anybody that can't cook, and that's been some of the young men who didn't know how to cut an onion when they come in, or open the knife properly; and they can all cook pot soup and they can all follow a recipe, depending on their literacy skills; but they can all follow a recipe" (Female, CFDW).

"You know what, at the end, they cook, they clean, they set the table. They put table clothes on, they put their plate down with their knife and fork, and if they have some

juice, they fill in the juice, they sit down, they eat ... It was just, it was natural for them to do it" (Female, CFDW).

5.3 Budgeting skills developed in the BaCE programme

Teaching cooking and health eating opens up a range of opportunities that link in with independent living skills. For example, food preparation requires the sourcing of raw ingredients, which in turn, usually need to be purchased. This provided an opportunity for ILU staff to cover budgeting skills with the young offenders, as is illustrated in the following quote:

"I would say it's achieved its purpose and in some areas it's achieved more, because I think when the guys [prisoners] come in and suddenly find out there is a budgeting course running, they go and do a bit of budgeting. You know, we looked how much we could spend for eight people and a soup each, 80 pence for 10 people for a big thing as soup and there are other people coming in ... so that has to help them" (Male, SPS).

5.4 Social skills developed in the BaCE programme

Similarly, the cooking process allows for the development of a variety of social skills. These include working in teams, communicating clearly, negotiation, starting and maintaining small talk, etc. These skills acquired during the programme may also benefit the young offenders' wider social circle. Repeatedly, participating staff voiced their expectations that the young offenders will share aspects from the programme with their families and friends and, thus, take on a teaching role themselves, while – or because – they enjoyed their learned skills:

"One day these young boys will be young parents as well and you hope that the ... learning they gained while here is a great opportunity for them, for their health and welfare right through their life. Because a lot of these boys ... maybe have never have food and nutrition class ... and boys were asking like how can I work for ILU, [eager to] come routinely for 6 weeks ... that itself is the best thing in the world, that they tend to do that" (Female, NHS).

5.5 Conclusion

Whilst successfully delivering a comprehensive programme aiming to improve cooking-related knowledge and nutritional knowledge amongst young offenders the BaCE programme has also broadened its' scope to include a range of independent living skills including social skills and budgeting skills. Staff observations have provided evidence the programme has taught young offenders the practical cooking skills needed to cook a nutritious meal. Young offenders participating in the programme have shown an observable change in independence indicating they have the capacity to translate the cooking skills and confidence they have learned into positive behaviour changes in the communities they return to.

6. Evaluation Objective 4

To determine if the BaCE programme strengthened partnership working between SPS and NHSFV staff.

Key Findings

Strengths of BaCE programme

- Collaborative working between NHSFV and SPS was driven by shared goal to improve food knowledge and cooking skills.
- The partnership worked together to produce a programme which was tailored to the needs of young offenders and the prison officers charged with their care.
- Members of the partnership were given the means and opportunities to draw on each of their own personal strengths e.g. knowledge of health improvement (CFDW), experience teaching young offenders (prison officers).
- The programmes' effectiveness was greatly improved through partnership working and this has had important benefits in terms of programme longevity.
- The partnership worked together to ensure consistent delivery of the BaCE programme within the challenging setting of a prison environment e.g. security restrictions.
- The programme improved relationships between the prison officers and young offenders.

Challenges of BaCE programme

- Staff changes, commonplace within the prison setting, proved to limit progress as a result of managerial changes and operational changes.
- Cross-sector communication challenges led to the selection of unsuitable participants, limited numbers or inconsistent attendance.
- Loosely defined managerial roles led to challenges responding to the organisational and operational restrictions encountered within the prison context.

6.1 Partnership working

NHS Forth Valley (NHSFV) was interested in increasing their efforts in oral health promotion within the prison at around the same time that prison officers in Polmont were exploring ideas to improve the learning capacity of the ILU. One of the prison officers had been in meetings with NHSFV staff, which resulted in an opportunity to hold discussions about a joint effort to meet the prison and NHSFV aims. NHSFV and prison staff agreed to join resources and work together to develop a combined healthy eating and cooking skills programme.

This range of aims provided a fertile foundation for joint working between Polmont and NHSFV. One NHSFV staff member shared her view of the mutual benefits in the following way:

“We had the original aim in terms of improving oral health in prisons. It became quite clear that obviously within prisons there is a whole raft of health issues that are ... paramount. And although oral health was one of the clinical needs, food was one topic that came up very frequently when you we were talking to prisoners. Everybody had a kind of say in it and was interested in it ... Based on our previous evidence of what works in engaging hard-to-reach groups, food and cooking skills are a very good way to do that and it seemed to fit in with the idea of rehabilitation and progressing prisoners through all stages prior to liberation. It would be of benefit to have some basic cooking skills and that would be a way for us to kind of interact with prisoners and assess knowledge levels and get other some information” (Female, NHS).

The SPS-NHS collaboration provided added value in so far as the CFDW was able to provide the ingredients required to cook the dishes as SPS staff had found it difficult to resource these. Moreover, CFDW's team had already developed a similar community-based course and were able to adapt the course contents and structure to the prison context. This sharing of resources was appreciated by a number of staff and it was seen as a welcome opportunity to demonstrate the benefits of the joint venture. NHS staff indicated that they were keen to work in the prison environment and promote healthy eating. Investing in the dietary

ingredients required for the programme was regarded as an indication of their commitment to the programme.

“The equipment is not bad and any time a piece of equipment gets broken I ask for it to get replaced. So the equipment side of this is not bad. I think it’s getting people like [the CFDW], who are more specialised than I am, to come in and bring the right ingredients for a good price. We don’t always have the money to buy the things we need” (Male, SPS).

The constructive joint working arrangements also helped to alleviate some of the structural problems of working within a prison environment. In situations where the CFDW was not able to come on time or had to leave early due to security or staffing issues, the prison officer present was able to take over and either start or finish the sessions for her. This, in turn, minimised the disruptions for the young offenders who, for example, were able to finish eating the meals they had prepared.

6.2 Prisoner engagement

One of the main factors in the programme’s apparent success has been the level of prisoner satisfaction that was achieved. Most interviewed staff made explicit reference to the positive feedback they received from young offenders. The following quote is one among many illustrating this theme:

“There was one peer-educator; part of the course is about getting peer educators on board. One of the guys, he was actually sent to us and learned quite quickly ... He loved it; he has been getting recipes’ and sent them home and, you know, giving to his family” (Female, CFDW).

Staff also reported having used the programme as a disciplinary incentive. As they were aware of the young offenders’ attitude towards the programme, they used it as an incentive and a reward for good prisoner behaviour.

The programme combines the opportunity to eat good food with a sense of achievement derived from the young offenders having cooked it themselves. Based on these elements, the programme also served as a vehicle for the promotion of independent living skills beyond cooking skills and healthy eating messages. The following quotes demonstrate this role of the programme:

“People are positive towards the course and ... it allowed other things to develop further from it ... The food agenda ... is just a small thing but there is something about the fact that they have achieved something, that they made something themselves, and that seems to have a positive effect ... When we talk to prisoners about other sort of health promotion initiatives, they would think, well maybe I could do that as well; maybe it’s not so totally impossible” (Female, CFDW).

The programme setup and delivery played an important role in engaging young offenders and breaking down barriers between staff and young offenders. Offering this programme within the ILU was regarded as continuing the spirit of the youth centre and as a vehicle for breaking down barriers between young offenders and prison staff. However, there were further elements of the programme that had this effect. These included the opportunity to eat well, have a sense of achievement in every session by eating the meals they had prepared themselves, learn about and enjoy new dishes, and interact with staff in an informal manner.

One of the interviewed staff members explained the engaging nature of the programme as follows:

“It’s quite hard to explain ... I saw the boys from Monroe 2 and they were making Quiche or whatever they were going to make. It was like they never had Quiche before; it was like a kid in a sweet shop. They would get up at eight in the morning if [the CFDW] is coming up and take a shower and do things like that...they come and have cup of tea and they felt more relaxed ... It’s a about breaking down barriers and making them comfortable because you want to get to the bottom of why they are in here and how to do their time in here and not come back” (Female, SPS).

6.3 The Challenges

6.3.1 Challenges for partnership working within prison environment

The overall prison structure, organisation, and routines influenced the delivery of the BaCE programme in a number of ways. Most of the impacts on the programme were either directly or indirectly associated with the BaCE programme having not yet been embedded in the prisons' routine structure. As such, many facets of an effective programme delivery within a prison environment had not yet been established. These facets included clear communication lines and allocation of responsibilities as well as staff buy-in.

The process of establishing a new programme, which is partly run by an external agency, in the prison environment, was at times challenging. Staff turnover, in particular, both on a managerial and operational level had slowed down the process and might impede future potential developments as well.

Moreover, staff and prisoner safety is a priority within the prison environment. Prison structure and organisation naturally reflects this focus and any activities within prisons have to take account of this fact. This is often a particular challenge for external agencies and professions who come to work within the prison environment and have their own standards to uphold. The NHSFV staff working within the prison identified a number of practical restrictions on their role as a consequence of prison policies and regulations. Some of them are touched upon in the following quote:

"I think may be ten per cent of it kind of falls down a wee bit because it's a jail and because people have to go down and pick [the CFDW] up and bring her over here... Coming in here today you might have had a half an hour wait, just so happens that I was free and I could come down and get you ... I know sometimes, [the CFDW] is down there and staff are doing other things and here she is maybe 15 to 20 minutes sitting down there waiting; so that puts a bit pressure on her to deliver a full [programme] obviously" (Male, SPS).

Organisational and communication challenges also affect the efficiency of prisoner selection and their consistency in programme attendance. Young offenders have to be sent to the ILU from their respective residential halls. If the residential officers within the halls are not sufficiently aware of the actions expected of them or do not hold the BaCE programme in high esteem, it is likely that they will not send the right young offenders to the ILU. This in turn, makes it difficult for the ILU officer and often results in a shortage of young offenders or in a constantly changing group membership.

Moreover, the BaCE programme is often in competition with other activities. For residential staff to consider the programme when allocating young offenders to the various activities, they, again, would need to be aware, informed and committed. This aspect is described in the following quote:

“The problem with [the hall] is, they have got that much going on; maybe they do find it difficult to get the same boys; but do they then say: ‘right, if you are signing up for this course you can’t do [the BaCE] course too’ ” (Male, SPS).

Competition with other activities also has financial implications. Extracting funds for the project from the prison has been difficult; the collaboration with NHSFV allowed for health promotion monies to be allocated to this project.

Interviewed staff also mentioned that due to the status of the programme, there is no clear managerial guidance, follow-up and accountability with respect to the programme. As a result, it is not clear who is in a position to take effective action on resolving issues with prisoner attendance and selection, as indicated in the following quote:

“So you are almost relying on other people to ensure a good [prisoner] selection for the group ... It’s hard for us to get to [the residential staff] to tell them, these are the kind of things that we are looking for” (Female, NHS).

“It’s just the practical constraints that make it difficult. This week, for example, out of six boys that should have been there, only two were brought down and they did not bring

down the peer tutor because somebody did not go up to his area and this kind of things. So it's things like that don't work well and I think, the lack of understanding of the course. It's hard for us to get to the other officers [on board] who work with these people. So they probably don't have a full understanding of what the course is about and therefore are not necessarily getting the right people to come to it" (Female, NHS).

Not being fully embedded also means that the programme is not always considered when prisoner activities are scheduled. One consequence of this is that resource or staff intensive activities, for example, visits to other health professionals, may be scheduled at the same time as the BaCE programme. These visits would take priority over the programme attendance and, once again, disrupt consistency of the programme membership, as outlined in the quote below:

"Sometime the guys don't come down here because the health centres take them off to see a doctor or psychologist, psychiatrist or dentist ... it's hard if you get the whole picture ... If these guys are to be taken on an anger management course, which is run by the psychology department, they make sure, because it's quite staff intensive ... could be 2 or 3 people ... they want to make sure they get their ten guys" (Male, SPS).

All of these challenges highlight the importance of prison staff buy-in and has been highlighted by almost all participants. As alluded above, the nature of the programme, its standing as a relatively new programme, and its position in the hierarchy of activities, mean that it is heavily reliant on the input of prison staff in the residential halls and beyond. This input may vary due to organisational, communication and attitudinal factors. The interviewed participants described a number of occasions during which prison staff did not pro-actively support the delivery of the programme; these occasions led to problems in prisoner selection, staff coverage, and resourcing of the programme, amongst others.

One participant summed up one aspect of the communication and organisational challenges facing the programme. According to this participant, the programme had developed organically based on previous work within the prison as well as within NHSFV. This dynamic

growth period was important. To date, however, the programme is still regarded as a project and now needs to be integrated into the routine prison structure:

“The SPS seems very good at running small projects ... and then they just ... do not get integrated. If you look at all the work in effective health promotion settings, yes, you need to have individual pilot projects but that then needs to be integrated, where appropriate, into sustainable practice in the organisation, and with health improvement we are not there yet” (Female, NHS).

6.4 Conclusion

The staff from NHS Forth Valley and the Scottish Prison Service in HMYOI Polmont have demonstrated effective partnership working founded on a shared goal to improve food knowledge and cooking skills amongst young offenders. The joined up approach to health improvement has drawn on each of the partners’ strengths to produce a programme tailored to the needs of young offenders and the security restrictions and regime encountered in the prison environment. The partnership has however encountered difficulties establishing clear managerial guidance and accountability for the programme. As a result, the partnership has been unable to respond effectively to the typical challenges encountered in the prison setting e.g. operational changes. A limited communication strategy with prison officers responsible for the care and transport of young offenders outside the independent living unit (ILU) has led to perceived difficulties gaining support from some officers and a negative impact on the recruitment strategy for the BaCE programme.

7. Evaluation Objective 5

To provide opportunities for future health improvement programme development.

7. Opportunities for the BaCE programme

7.1 Expansion of the programme

The development of the programme over the last three years has already seen some cycles of expansion and contraction, particularly with respect to prisoner selection in Polmont. Most of the interviewed participants explicitly stated that it is now time to consider a substantive expansion of the programme. First, this expansion across the prison could mean extending the duration of the programme and secondly, expanding the programme could take the form of offering the programme to young offenders over the age of eighteen. Participants thought that older young offenders would also benefit from taking part in the programme processes and outcomes:

“I would have this course for all boys in Polmont. I would have it expanded ... I think it’s a skill that they all can learn. Because a lot of them don’t know how to look after themselves ... Maybe jail gets them matured as well but, some of the boys, they don’t know table manners, they don’t know how to have conversation at the table and everybody thinks of it as a great thing” (Female, SPS).

The infrastructure to expand the programme in duration and participants would be in place. In addition to the ILU, the prison kitchen appears to feature a training area that could be used for the programme’s purpose, as the following quote illustrates:

There is a training area down in the kitchen ... it’s nice and quiet and there is nobody walking about ... I think this place is ideal for group of eight guys to break up to learn to cook things properly, the storage of the stuff, about freezers and dry food cupboards ... and we need some of that, we need them to sort of pass something that is recognised and they can walk out and go: ‘that was really, really worth it’ ” (Male, SPS).

7.2 Development of accredited training courses, qualifications, and job opportunities

Most of the interviewed participants favoured the programme's continued development towards offering accredited qualifications. In addition to the food hygiene certificate already incorporated in the programme, a move towards including recognised Scottish qualifications such as the vocational qualifications e.g. SVQs would be welcomed by the staff, as would the programme's adoption as a module in other trainings or qualifications.

Extending the programme to qualification level would require further resources, particularly staff time. On the other hand, similar accredited programmes are already run in the community and could be adopted for the prison context by the staff already involved in the BaCE programme.

"I would like to see some kind of certification. And I am not saying that somebody prints out a certificate to say you have attended the healthy eating course ... anybody can do that. What I would like to see is more something like the SQAs ... because if these guys can now say with a proper certificate: 'here I have gained something and that healthy eating thing was really good' " (Male, SPS).

Working towards an accredited qualification, which are associated with courses outside the prison, would also benefit young offenders on short-term sentences. Those who choose to do so would be able to continue their education after they are released from prison.

A further aspect of note in the consideration of expanding the BaCE programme towards offering an accredited qualification is the catering industry's willingness to employ former young offenders. The NHSFV delivered qualification, which the BaCE programme can be a precursor to, appears to be recognised by the catering industry. Young offenders could be given the opportunity to achieve a qualification within the prison and after release find a job opportunity and mentorship in a number of hotels and restaurants. According to some of the interviewed participants, other prisons have already set up similar employment pathways.

Moreover, it is not only for the purpose of making young offenders more attractive to or employable by an industry. For some young offenders, the Programme may be an opportunity to discover a career prospect they enjoy:

“If you have done some basic skills in the cooking kind of department, it gives you the opportunity and the confidence to say, ‘well, I have done the cooking course, I learned about this, I learned about that, I know all about this, I know all about that’. It’s another confidence boosting point for these young men, going into many situations for the future. Because a lot of them actually do like cooking, so is an opportunity for them, when they go out and say ‘well, I have done this, can you may be give me a chance to do that?’ ”
(Female, NHS).

7.3 Conclusion

Across the participant interviews a number of themes for the programme’s future development emerged. The future development of the programme and its effectiveness in helping vulnerable young men to develop independent living skills would benefit from being expanded across the prison to include older young offenders approaching liberation. Furthermore, an increased emphasis on accredited qualifications can provide opportunities to redress the inequalities male young offenders will face and potentially decrease recidivism [17].

8. Conclusions and recommendations

Conclusions and recommendations

The BaCE programme provided a platform for health improvement for young offenders. It allowed the creation of a role for a Prison Community Food Development Worker who coordinated and delivered the programme. It permitted prison officers to create health improvement opportunities through collaborative working with young offenders by recognising challenges in recruiting young offenders to the programme and incorporating different ways of working with young offenders into their work regimes. At times, however, maintaining the programme has been problematic particularly when faced with changes commonplace within a custodial setting. It is therefore recommended that the partnership should continue to work together in order to:

Recommendation 1. Adopt a clear communication strategy and, where applicable, assign responsibilities to ensure timely identification of potential impacts to the programme.

Recommendation 2. Devise a strategy to minimise disruption to the programme from potential impacts.

The BaCE programme has been successful in both recruiting self-motivated participants' interested in food- and cooking-related topics whilst also increasing their interest further in food ingredients and their nutritional content. Following participation on the programme participants improved eating habits across a number of measures including intention to cook meals, have regular meal times, reduce snacking, and sit at a table for a meal. There was some improvement in cooking habits reported by young offenders with reports of increased enjoyment from cooking, intention to read food labels and the majority of young offenders planning to cook a meal in the future after participating in the programme. These findings suggest that the young offenders participating in BaCE have enjoyed the process of acquiring meaningful cooking skills which they envision as being beneficial and accomplishable in the future.

However, the proportion of young offenders reporting they would make shopping lists or read food labels remained relatively low after participation in the course. It is likely these findings are indicative of the poor literacy levels prevailing within the prisoner population at large where an estimated 40% of individuals will have reading skills equivalent to an 11-year-old [1]. It is therefore recommended that:

Recommendation 3. Additional training outcomes are developed relating to the benefits of planning/ preparing to cook meals.

Recommendation 4. Incorporation of specific objectives relating to usefulness of shopping lists and how food labels relate to nutritional content.

The trends for the cooking-related attitudinal measures indicate young offenders got more enjoyment from cooking after participating in the programme with moderate increases in self-esteem. However, increases in some dimensions of social anxiety were noted, indicating that, whilst participants gained a number of social skills, some of the young offenders experienced increased anxiety associated with fears of criticisms and lack of confidence [2]. It is therefore recommended that:

Recommendation 5. Tailored training and feedback on a one-to-one basis is incorporated into the programme in order to support young offenders as they adapt to the new independent living skills they have acquired.

While successfully delivering a comprehensive programme aiming to improve cooking-related knowledge and nutritional-related knowledge amongst young offenders, the BaCE programme has a broader perspective and its' scope includes a range of independent living skills, including social skills and budgeting skills. Staff observations provided evidence that the programme taught young offenders the practical cooking skills needed to cook a nutritious meal. Young offenders participating in the programme have shown moderate and observable changes in independence indicating they have the capacity to translate the cooking skills and confidence they have learnt, into positive behaviour changes as they return to their home

communities. Across the participant interviews a number of themes for the programme's future development emerged. It is, thus, recommended that:

Recommendation 6. The BaCE programme can benefit other vulnerable young men and should be expanded to include all young offenders, approaching liberation, from Polmont prison.

Recommendation 7. The BaCE programme should be developed in order to increasing the emphasis on offering accredited qualifications thus providing an opportunity for young offenders to gain employment following liberation.

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10. Appendices

Appendix 1. Evaluation measures for prisoners– Baseline

Appendix 2. Evaluation measures for prisoners – Follow-up

Appendix 3. Interview topics: SPS & NHSFV staff

Appendix 4. Ethics Approval UREC

Appendix 5. Free 2 Eat Recipe Book

Appendix 1. Evaluation measures for prisoners– Baseline

Basic Cooking Skills and Healthy Eating Course

Evaluation Questionnaire

Please **circle** one answer option for each question.

This section is about what you want to know about food	Yes ✓	Not sure ?	No X
I usually want to know what things are in the food I eat.	✓	?	X
I usually want to know what food is good for me.	✓	?	X
I usually want to know what ingredients I need to cook something.	✓	?	X

This section is about your eating habits before you came to prison	Yes ✓	Not sure ?	No X
Before I came to prison, I usually sat down at a table when I ate.	✓	?	X
Before I came to prison, I sometimes cooked my own meals.	✓	?	X
Before I came to prison, I usually ate around the same time.	✓	?	X
Before I came to prison, I ate as soon as I felt a little bit hungry.	✓	?	X
Before I came to prison, not usually have set meal times. I will snack instead.	✓	?	X

This section is about your cooking habits before you came to prison	Yes ✓	Not sure ?	No X
Before I came to prison, I made shopping lists before I went shopping for food.	✓	?	X
Before I came to prison, I read the food label to find out what was in it before I got it.	✓	?	X
Before I came to prison, I sometimes cooked food.	✓	?	X
Before I came to prison, I enjoyed cooking.	✓	?	X

This section is about how you feel about cooking	Yes ✓	Not sure ?	No X
I like being able to cook a meal.	✓	?	X
I like cooking.	✓	?	X
I like eating something I cooked.	✓	?	X
I like to cook food, then eat it with other people.	✓	?	X

This section is about how you feel about yourself	Yes ✓	Not sure ?	No X
I am happy with myself.	✓	?	X
I sometimes feel that I am a loser.	✓	?	X
I have some good qualities.	✓	?	X
I am just as good at things as other people	✓	?	X
I do not have much to be proud of.	✓	?	X
I sometimes feel that I am useless.	✓	?	X
I deserve respect.	✓	?	X
I wish I could have more respect for myself.	✓	?	X
I think I am a failure.	✓	?	X
I am ok.	✓	?	X

This section is about what worries you	Yes ✓	Not sure ?	No X
I often worry about what people think of me	✓	?	X
I often worry that people notice things I am bad at	✓	?	X
I often worry that people do not like me	✓	?	X
I often worry that I say or do the wrong things	✓	?	X
When I talk to people I am often worried what they think of me.	✓	?	X
I often worry when I am the centre of attention	✓	?	X
I often worry when I have to talk to people	✓	?	X

Appendix 2. Evaluation measures for prisoners – Follow-up

Basic Cooking Skills and Healthy Eating Course

Evaluation Questionnaire

Please **circle** one answer option for each question.

This section is about what you want to know about food	Yes ✓	Not sure ?	No X
I usually want to know what things are in the food I eat.	✓	?	X
I usually want to know what food is good for me.	✓	?	X
I usually want to know what ingredients I need to cook something.	✓	?	X

This section is about when and where you plan to eat when you get out of prison	Yes ✓	Not sure ?	No X
In future, when I am out of prison, I will usually sit down at a table when I eat.	✓	?	X
In future, when I am out of prison, I will sometimes cook my own meals.	✓	?	X
In future, when I am out of prison, I will usually eat around the same time.	✓	?	X
In future, when I am out of prison, I will usually eat as soon as I feel a little bit hungry.	✓	?	X
In future, when I am out of prison, I will not usually have set meal times. I will snack instead.	✓	?	X

This section is about buying and cooking food when you are out of prison.	Yes ✓	Not sure ?	No X
In future, when I am out of prison, I will usually make shopping lists before I go shopping.	✓	?	X
In future, when I am out of prison, I will usually read the label to see what is in the food before I buy it.	✓	?	X
In future, when I am out of prison, I will sometimes cook food.	✓	?	X
In future, when I am out of prison, I will usually enjoy cooking.	✓	?	X

This section is about how you feel about cooking.	Yes ✓	Not sure ?	No X
I like being able to cook a meal.	✓	?	X
I like cooking.	✓	?	X
I like eating something I cooked.	✓	?	X
I like to cook food, then eat it with other people.	✓	?	X

This section is about how you feel about yourself	Yes ✓	Not sure ?	No X
I am happy with myself.	✓	?	X
I sometimes feel that I am a loser.	✓	?	X
I have some good qualities.	✓	?	X
I am just as good at things as other people	✓	?	X
I do not have much to be proud of.	✓	?	X
I sometimes feel that I am useless.	✓	?	X
I deserve respect.	✓	?	X
I wish I could have more respect for myself.	✓	?	X
I think I am a failure.	✓	?	X
I am ok.	✓	?	X

This section is about what worries you	Yes ✓	Not sure ?	No X
I often worry about what people think of me	✓	?	X
I often worry that people notice things I am bad at	✓	?	X
I often worry that people do not like me	✓	?	X
I often worry that I say or do the wrong things	✓	?	X
When I talk to people I am often worried what they think of me.	✓	?	X
I often worry when I am the centre of attention	✓	?	X
I often worry when I have to talk to people	✓	?	X

Appendix 3. Interview topics – SPS & NHSFV staff

BASIC COOKING/HEALTHY EATING EVALUATION:

PRISON STAFF INTERVIEW TOPICS

These are the topics we hope to cover in the interviews with staff.

1. What do you know about the course?
2. What has been the purpose/main aim of the course?
3. What has been your role in relation to the course?
4. How effective has your role been? Barriers/facilitators related to implementing role
5. What is your assessment of how the course was delivered (i.e. design, implementation, recruitment, frequency of delivery etc.)?
6. Has the course achieved its purpose?
7. What aspects of the course did you feel worked well?
8. What aspects of the course did you feel worked less well?
9. Has the course had any effect on staff? What did prison/health care staff think of the course?
10. Has the course had any effect on other prison activities or the prison in general?
11. What effects/relevance did the course have on/for prisoners?
12. Where do you see opportunities to develop the course further?
13. Where do you see barriers for the future of the course? Do you have any thoughts about how the course can work better within the prison e.g. to overcome the barriers you talked about?
14. How does this course relate to other health promotion work in the prison?

Appendix 4. Ethics Approval UREC



School of Psychology

University of Dundee Research Ethics Committee

Markus Themessl-Huber,
SDHI,
Dundee University,
Kirsty Semple Way,
Dundee,
DD2 4BF.

27 June 2011

Dear Dr Themessl-Huber,

Application Number: UREC 11048

Title: Evaluation of the Basic Cooking Skills/Healthy Eating (BCS/HE) Course at HMP Polmont.

Your application has been reviewed by the University Research Ethics Committee, and there are no ethical concerns with the proposed research. I am pleased to confirm that the above application has now been approved.

You submitted the following documents:

1. SPS ethics form_ Evaluation of the Basic Cooking Skills_Healthy Eating Course at HMP Polmont	2. BC_HE prisoner information sheet and consent form
3. BC_HE staff information sheet and consent form	4. Prison Basic Cooking_Healthy Eating evaluation research human participants form
5. RAEC - Access Regulations 2010	6. Evaluation of the Basic Cooking Skills_Healthy Eating Course_Prisoners Focus Group Topic Guide
7. BC_HE prisoner information sheet and consent form	8. BC_HE staff information sheet and consent form

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Peter Willatts'.

Peter
Willatts

Digitally signed by Peter Willatts
DN: cn=Peter Willatts, o=University
of Dundee, ou=School of
Psychology,
email=p.willatts@dundee.ac.uk,
c=GB
Reason: I am the author of this
document
Date: 2011.06.27 16:53:20 +01'00'

Dr Peter Willatts
Chair, University of Dundee Research Ethics Committee

College of Art and Social Sciences UNIVERSITY OF DUNDEE Dundee DD1 4HN Scotland UK
t +44(0)1382 384622/3 f +44 (0) 1382 229993 e h.henderson@dundee.ac.uk www.dundee.ac.uk/psychology
The University of Dundee is a Scottish Registered Charity, No. SC015096

Appendix 5. Free 2 Eat Recipe Book



Foreword

This recipe book is a wonderful example of what can be achieved through working well as a team and individuals giving that little bit extra to make something happen.

The recipe book has come about through the efforts of NHS Forth Valley Community Food Development Worker, Wendy Handley, SPS Prison Officers, Alyson McMillan and Gyp Penman and a group of young offenders who were on the healthy eating cookery class. The group were involved from day one in the process. They picked the name of the book, selected the recipes, drew the illustrations and attended meetings.

There have been many positive outcomes from the whole process including 3 Young Offenders and 2 Prison Officers completing the Royal Environmental Health Institute of Scotland Elementary Food and Health Course and having 2 young offenders trained as peer educators, able to now run the cookery course along side the Food Development Worker.

The cookery book has been funded through the Dental Action Plan in Forth Valley as part of an overall prison health improvement programme.

The final book is bright and colourful and hopefully will support the young people and their families to carry on cooking simple, healthy, tasty food within a budget.



Deputy Governor HMYOI Polmont
Chair of Health Promotion Group

Contents

Before you start cooking

Cookery words and meanings

Recipes

Free 2 Eat The Story behind the recipes



BEFORE YOU START COOKING

Eating Well on a Budget

Eating well means eating lots of different kinds of food but eating them in the right balance. This means you eat more of some food types and less of others.

- Have at least 5 portions of fruit and vegetables a day.
Portions could be a big fruit like an apple, 2 small fruits like satsumas, a glass of fruit juice, 3 tablespoons of vegetables or fruit salad, or a dessert bowl of salad.
Cooking gives you the chance to add fruit and vegetables into your food giving more taste and flavour.
- Eat starchy foods like bread, cereals or rice at every meal for energy.
- Aim for at least one portion of oily fish a week (salmon, mackerel or sardines).
- Use less salt – if you sprinkle less you'll taste more.
Cooking gives you the chance to add flavour by using herbs, seasonings and spices.
- Eat less fatty, salty and sugary foods.

Tips for Teeth

- Cutting down on how much and how often you eat sugary foods and drinks can help stop you getting rotten, decayed teeth. To look after your teeth you should:
- Keep food and drinks with sugar in to mealtimes.
- Brush twice a day with a toothpaste that has around 1500ppm fluoride in it (check the back of the box to see how much fluoride.)
- Don't use any water when toothbrushing, just spit out the toothpaste when finished.
- Visit the dentist - they can help you get a good looking smile and help care for your teeth.

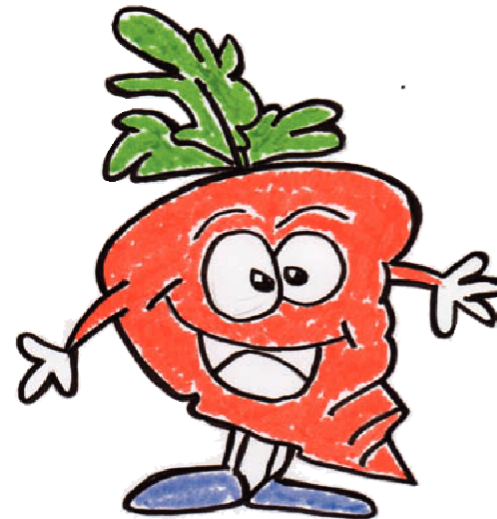
All the recipes in this book are simple to follow but you will need to plan ahead to make sure that you have all the ingredients. Try different shops and brands and remember the most expensive brands are not always the best. Build up a store cupboard of ingredients over time and remember cooking your own food does work out cheaper than ready-meals or take aways.

Remember Food Hygiene

- Keep yourself clean and wear clean clothing when cooking

Always wash and dry your hands before:

- Handling food
- After using the toilet
- After handling raw food
- Always wash fruit and vegetables
- Keep foods that can go off such as milk, cheese, meat and spreads in the fridge before use
- Always clean as you go



Cooking words and meanings

Blanch	Some vegetables should be cooked very briefly and will be dropped into boiling water for a few minutes
Chop	To cut food into small pieces
Dice	To cut food such as fruit or vegetables into small cubes
Dissolved	To make or become a liquid, to melt
Puree	This is finer than mashing but it's basically the same process. You can use a sieve or a hand blender. Foods that are normally pureed are soups or certain baby foods.
Reduce heat	To turn down the temperature of heat when cooking
Reduce	To boil a liquid rapidly to decrease the amount, it is also used for thickening a sauce.
Roast	To cook food in an oven

Saute	This is when food is cooked quickly over a high heat with a small amount of oil, you might sauté onions.
Simmer	Simmering is a more gentle way of cooking than boiling, the water will not reach boiling point there will be gentle bubbles on the top of the food.
Table spoon (tbsp)	Two dessert spoons. (A spoon you would use to eat your pudding)
Tea spoon (tsp)	A small spoon used to stir the contents in a cup or glass
Whisk	To use a fork or whisk in rapid movement to turn food into a paste or a froth

Oven temperatures

Celsius	Gas	Description
160	3	Moderate heat
180	4	Moderate heat
200	5	Moderately hot
220	6	Hot
240	7	Very hot





LENTIL SOUP

Serves 4

You will need

- 5 carrots (peeled and chopped into chunks)
- 2 onions (finely chopped)
- 1 large potato (peeled and chopped into chunks)
- 1 tsp garlic puree
- 1 tbsp mixed herbs
- 1 stock cube dissolved in 1½ pts of boiling water
- 1 tbsp olive oil
- ½ cup of lentils (rinse lentils in a sieve until water runs clean)

How to cook

- Heat the oil in a large pot over a medium heat.
- Add the onions and garlic and cook for 2-3 minutes.
- Add the chopped vegetables, mixed herbs and lentils and mix well
- Add the dissolved stock mix.
- Turn the heat down and simmer for 35-40 minutes.
- Once cooked you can serve this chunky or blend using a hand blender until smooth. (Hand blenders can be bought for under £5.)



Handy tip - this can be served with crusty or seeded bread



RED PEPPER + TOMATO SOUP

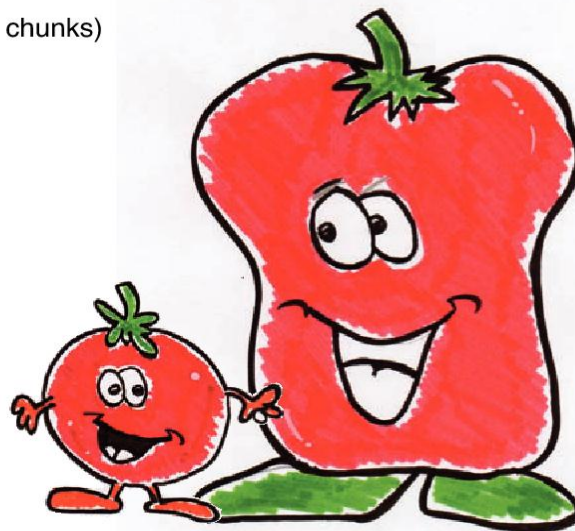
Serves 4

You will need

- 2 onions (finely diced)
- 1 large potato (peeled and diced)
- 1 red pepper (cut the top off and remove the seeds, cut into small chunks)
- 1 tin of chopped tomatoes
- 2 tsp mixed herbs
- 2 tsp garlic puree
- 1 tbsp olive oil
- 2 tbsp of tomato puree
- 1 chicken stock cube dissolved in 1½ pts of boiling water
- Pinch of black pepper

How to cook

- Heat the oil in a large pot.
- Add the onions and garlic and gently cook for 2-3 minutes.
- Add the potato and red pepper, dried herbs, tin of tomatoes, tomato puree and dissolved stock cube, mix well.
- Turn the heat down and simmer for 20 minutes.
- Remove from the heat and allow to cool, blend the soup with a hand blender until smooth. Return to the cooker and reheat gently. (You can buy a hand blender for under £5).
- Before serving add a pinch of black pepper.



Handy tip - this soup can also be used as a sauce for pasta, just add cooked chicken or vegetables (mushrooms, sweetcorn or courgettes) to the sauce and mix in with 2 cups of cooked pasta



MACKEREL PATE

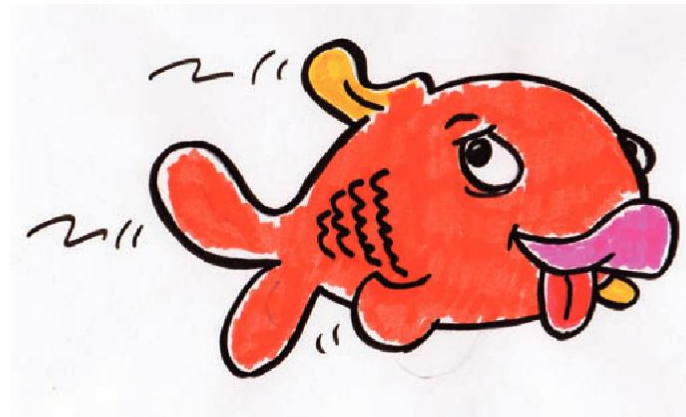
Serves 4

You will need

2 slices of mackerel (skin removed and broken into small pieces)
½ pack 400g low fat soft cheese
Juice from half a lemon (or 3 tbsp of lemon juice)
½ tsp of chilli powder (if wanted)
Black pepper

How to cook

- Put the chopped mackerel into a deep mixing bowl (plastic one will do).
- Add the cream cheese, lemon juice, black pepper and chilli.
- Use a fork and mix everything together until it is smooth, or use a hand blender if you have one.



Handy tip - you can serve this with a carrot sticks, cucumber sticks or mixed salad and some oat cakes



POTATO WEDGES

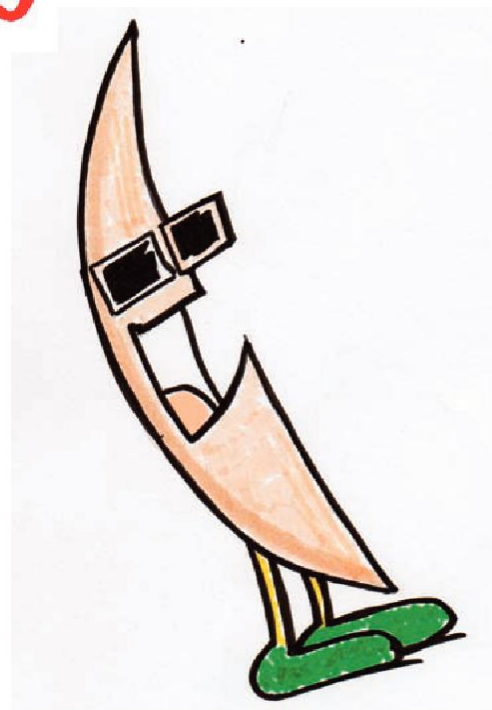
Serves 4

You will need

- 4 large potatoes
- 1 tbsp olive oil
- 1 tsp mixed herbs (optional)
- 1 tbsp Cajun spice or any seasoning of your choice

How to cook

- Cut the potato into wedges ($\frac{1}{2}$ the potato long ways, then $\frac{1}{2}$ it again and finally cut into wedges).
- Boil the wedges for 3-4 minutes first before you roast them as this will speed up the roasting time.
- Put the part boiled wedges into a baking tray and cover with olive oil, herbs, Cajun spice or paprika.
- Put the tray into a hot oven 180°C and bake for 20-30 minutes, turning wedges after 10 minutes so that they are crispy all over.



Handy tip - These are a great side dish and can be served with a dip of your choice



CHICKEN CURRY

Serves 4

You will need

2 chicken breasts (cut into small chunks)
1 onion (finely diced)
1 red or yellow pepper (chopped into small chunks)
6 mushrooms (sliced)
1 tbsp of tomato puree
2 tsp garlic puree
1 tsp of cumin

1 tsp of dried coriander
1 tsp medium chilli powder
1 tsp of fresh ginger grated (you can use dried ginger)
1 tin of chopped tomatoes
1 chicken stock cube dissolved in ½ pt of boiling water
1 tbsp of olive oil
Small bunch of fresh coriander (optional)

How to cook

- Heat the oil in a wok or deep pan. When oil is hot add the chicken and cook for 2-3 minutes until chicken is white in colour.
- Now add the onion, peppers, garlic, ginger, cumin, coriander, chilli and cook for a further 2-3 minutes.
- Then add the tinned tomatoes, stock and tomato puree - mix well and simmer on a low heat for 15 minutes. Then add sliced mushrooms and simmer for a further 10 minutes.
- Add the chopped fresh coriander to the curry before serving (optional).



Handy tip - you can serve this dish with a small portion of boiled rice, salad and pitta bread



CHICKEN ENCHALADAS

Serves 4

You will need

2 chicken breasts (chopped into small chunks)
1 red pepper and 1 yellow pepper (diced)
1 onion (diced)
6 mushrooms (sliced)
1 tbsp of olive oil

1 courgette (optional) (chopped into small chunks)
1 tsp of garlic puree
1 tsp mixed herbs
1 tsp of Cajun
1 tin of chopped tomatoes
Grated strong cheddar cheese
4 flour tortillas

How to cook

- Heat the oil in a deep pan. Add the chicken and cook for 3-4 minutes. Add the chopped peppers, onions, mushrooms, courgette, garlic, mixed herbs and Cajun spice and mix well, add tinned tomatoes and cook on a low heat for 10 minutes
- Heat the tortillas in an oven at 180°C for 30 seconds.
- Lay the tortilla on a large plate and divide the chicken mixture between the tortillas, roll the wrap and sprinkle 2 tbsp of cheese on top and heat under the grill until cheese has melted.



Handy tip - this can be served with tomato salsa, Greek yoghurt and a tossed side salad



CHINESE CHICKEN STIR FRY

Serves 4

You will need

2 chicken breast or 3 boneless chicken thighs (chopped into small pieces)
1 onion (diced)
4 mushrooms (sliced)
1 red or yellow pepper (cut into small chunks)
3 baby sweetcorns (optional) (diced)
½ cup bean sprouts

1 tbsp fresh grated ginger (you can use dried ginger)
1 tsp garlic pureed
1 tbsp olive oil
4 tbsp reduced salt Soya sauce
2 tbsp of chilli sauce
2 tbsp fresh orange juice
1 pack noodles

How to cook

- Heat oil in a wok or large pot; add the chicken and cook over a high heat for 3 minutes or until the chicken is white in colour.
- Now add the onions, peppers, baby sweetcorn, mushrooms, ginger, garlic, Soya and chilli sauce and orange juice, and cook for a further 3-4 minutes (you want the vegetables to be a bit crunchy). Now add the beansprouts.
- Add the noodles to a pot of boiling water (you could do this just before you start to cook your stir fry,) simmer for 4 minutes, drain and add to the stir fry, serve straight away.



Handy tip - you can serve this stir fry with rice. Use 1/2 cup per person, cook rice using the instructions on the packet.



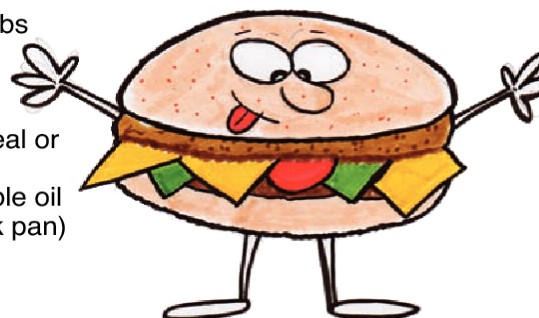
HOMEMADE BURGERS

Serves 4

You will need

1 500 gram pack of mince beef (lean mince)
1 onion (finely chopped or grated)
1 tbsp of mixed herbs
1 tsp garlic puree
1 egg
1 tsp of Worcestershire sauce (optional)

1 cup of fresh breadcrumbs (grate 2 slices of bread)
3 tbsp flour (for dusting)
Burger rolls (try a variety of rolls, seeded, wholemeal or white)
1 tbsp olive oil or vegetable oil (no oil if using a non-stick pan)



How to cook

- Add the mince, onion, garlic and mixed herbs, egg and breadcrumbs to a bowl and mix together, the mixture should feel a bit sticky.
- Now sprinkle some flour onto a chopping board or a clean surface, take a handful of the mixture and shape it into a burger (don't have them too thick or they may cook on the outside and be raw on the inside).
- Add 1 tbsp of olive oil into a deep frying pan if you are not using a non-stick pan. Heat the oil over a medium heat (if oil is smoking it is too hot,) add the burgers, make sure the heat is not too high or the burgers will burn on the outside but will be raw on the inside.
- Cook on a low to medium heat until the juices run clear (check this by pressing the burger down slightly with a spatula/fork).
- To serve put a little salad on a roll then place the burger on top.

Handy tip - The burger can be served with a thin slice of cheese. Adding salad to your roll helps towards eating 5 a day fruit and vegetables.



MACARONI CHEESE

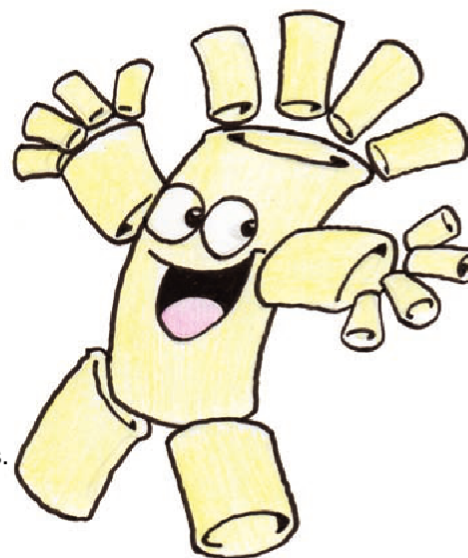
Serves 4

You will need

- 2 tbsp of sunflower spread
- 3 tbsp plain flour
- 1 tsp mustard (any kind)
- 1 pint of semi-skimmed milk
- 6 tbsp of grated cheese
- 2 rashers of grilled bacon, chopped up with fat removed or 2 slices of chopped up cooked ham
- 3 cups of macaroni

How to cook

- Fill a pot with water, put on a high heat and bring to the boil.
- In another pot put the milk, sunflower spread and flour, bring to the boil whisking continually. The sauce will start to thicken- reduce the heat and simmer for 5 minutes.
- Add the bacon or ham, mustard and 2 tbsps of grated cheese and mix well. (If sauce seems too thick then add a little more milk.)
- Add your macaroni to the boiling water- stir well and cook for 10 minutes. When the macaroni is cooked drain the water from the pot and add cooked macaroni into the sauce.
- Put it all into an oven proof dish, sprinkle the remaining cheese over the top. Place under a hot grill until the cheese has melted.



Handy tip - Try this sauce poured over steamed cauliflower or broccoli in an oven proof dish, sprinkle grated cheese and bake till cheese bubbles.



PIZZA

Serves 4

You will need

Base:

Ready made pizza base
Pitta or naan bread
French bread cut lengthwise
Pizza base mix. (You can buy this from any large supermarket, just follow instructions on the box)

Toppings: (choose a few of these toppings)
Chopped tinned tomato for the base

1 tsp of mixed herbs
Cooked chicken cut in strips
Cooked ham cut in strips
Tuna, Pepperoni, Sliced peppers,
Diced onions, Sliced mushrooms,
Sweetcorn, Pineapple

Cheese:

Cheese: Grated cheese, either red or white mature cheddar, edam or mozzarella.

How to cook

- Empty the tin of tomatoes into a bowl and add 1 tsp of dried mixed herbs. Using a potato masher, mash the lumps of tomato so the sauce becomes smoother but still a little chunky. Spread your base with the tomato sauce.
- Sprinkle 1 tbsp of grated cheese over the top.
- Add your choice of fillings (try different kinds of meat, fish and vegetables).
- Finally sprinkle 3 tbsps of grated cheese and a tsp of dried herbs over the toppings. (Don't overload the pizza as it will not cook properly).
- Place the pizza on a baking tray and cook in a pre-heated oven at 180°C for 10 minutes or until the cheese is bubbling.



Handy tip - Making your own pizza with friends can be a good laugh and it's much cheaper and tastier than a take-away.



SPAGHETTI BOLOGNAISE

Serves 6

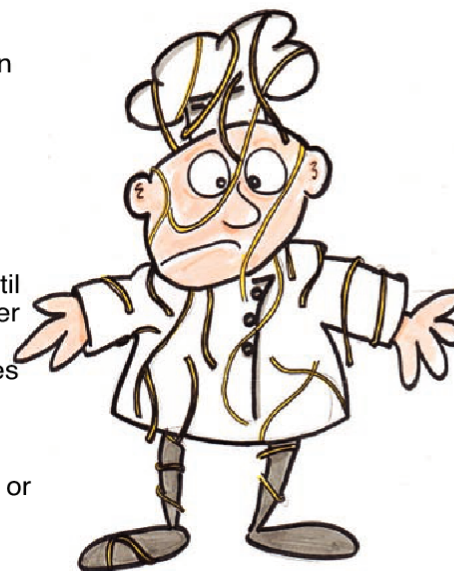
You will need

1 500 gram pack of mince (lean option)
1 onion, (diced)
1 small carrot, (diced)
4 mushrooms (sliced)
1 bay leaf (optional)

2 tbsp of mixed herbs
2 tsp garlic puree
1 tin of chopped tomatoes
2 tbsp of tomato puree
1 vegetable stock cube dissolved in $\frac{1}{2}$ pt of boiling water
500g of dried spaghetti

How to cook

- Place a medium pot on a high heat, add mince and cook for 5 minutes until browned then drain off any excess fat. You can do this by holding a lid over the pot and gently tipping out the excess fat/ liquid.
- Add onions, carrots, mixed herbs, bay leaf and cook for a further 3 minutes
- Add chopped tomatoes, tomato puree, mushrooms and stock mix. Cover with lid and simmer for 40 minutes on a low heat until the liquid has reduced.
- Boil water in a large pot and add the dried spaghetti. Cook for 10 minutes or until the pasta is soft, drain and return to the pot. Divide the pasta into bowls and pour the bolognese sauce over the top.



Handy tip - Serve with a slice of crusty bread



TUNA PASTA WITH SWEET CORN

Serves 4

You will need

- 3 cups of pasta
- ½ cup of spring onions (chopped)
- ½ red pepper (finely chopped)
- Small tin sweetcorn (drained)
- Tin of tuna (drained)
- 6 tbsp of Greek yoghurt
- 4 tbsp low fat mayonnaise

How to cook

- Cook the pasta in a pot of boiling water for 10-12 minutes or until soft then drain and rinse under cold water
- Mix the tuna, mayonnaise and yoghurt.
- Place the cool pasta in a bowl, add tuna, mix the tuna, spring onion, red pepper, yoghurt and mayonnaise - mix well
- Cover the dish and transfer into the fridge until serving.



Handy tip -Try adding finely chopped pineapple to your tuna pasta as part of your 5 fruit and vegetables a day



FRUIT SUNDAE

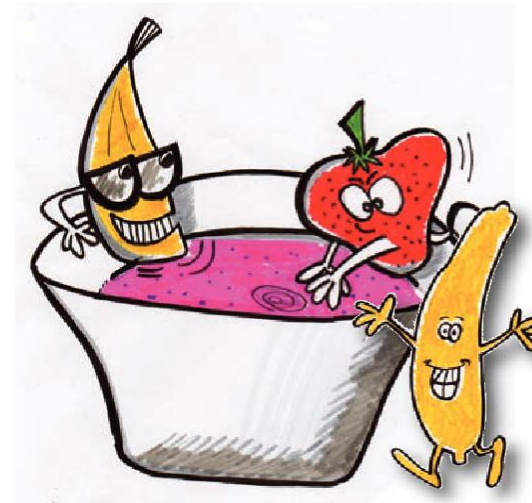
Serves 4

You will need

- 1 pack of strawberries (sliced)
- 2 kiwi fruits (peeled and sliced)
- 1 banana (peeled and sliced)
- A handful of grapes (washed and sliced)
- 1 large carton of natural yoghurt
- 1 large carton of strawberry yoghurt
- 1 tin of fruit cocktail in fruit juice, not in syrup

How to cook

- Divide the tinned fruit with juice into 4 large goblet glasses.
- Spoon 6 tbsp of strawberry yoghurt over the tinned fruit followed by 4 tbsp of natural yoghurt and finally top with sliced kiwi, strawberries, banana and grapes. Put in the fridge for an hour before eating.



Handy tip - you can use frozen fruit instead of fresh fruit for this dish



CHEESE CAKE

Serves 6

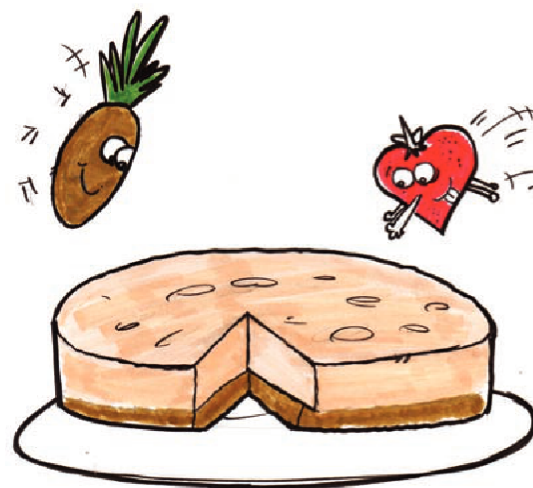
You will need

8 Digestive biscuits
4 tbsp butter (melted)
200g pack low fat cream cheese
5 tbsp half fat crème fraiche (this is usually found next to the cream in the chiller cabinet)

1 tbsp icing sugar
1 kiwi (sliced)
1 banana (sliced)
2 satsumas (peeled)
6 strawberries (sliced)

How to cook

- Break the biscuits into a large bowl. You can use the end of a rolling pin or a potato masher to crush the biscuits. Add the melted butter and mix well.
- Put the biscuit mix into the bottom of a bowl, cake tin or pie dish and press down until flat. Put in the fridge for 1 hour or until firm.
- Put the cream cheese, crème fraiche and icing sugar into a deep bowl. Using a fork beat until the mixture is smooth and thick.
- Spread the cream mixture over the biscuit base and decorate with the sliced fruit.



Handy tip - you can use frozen berries for this cake

FREE "2"

EAT!

**The Story behind
the recipes . . .**



The recipe book has come about through the efforts of NHS Forth Valley Community Food Development Worker, Wendy Handley and SPS Prison Officers, Alyson McMillan and Gyp Penman.

They started delivering healthy eating workshops in HM YOI Polmont in October 2008 and the workshops proved to be so popular that within a few weeks there was a waiting list for the course.

The class - funded as part of the Dental Action Plan in Forth Valley - runs for two hours every week and includes a workshop with discussion around health and then a practical cooking session. Each week the participants choose what dishes they want to cook and at the end of each session they set the table and sit down to eat the meal they have prepared.

Positive comments about the food have been made every week including "Can't believe this is healthy it tastes so good." A question, however, that was often asked was "How will we be able to remember all these recipes when we get released?"

This got the Food Development Worker and the Prison Officers thinking about the long term potential of the project and through discussion with the group, the idea was developed for a recipe book full of simple recipes that had been cooked during the course.

Look at the concentration on their faces!



The proof is in the pudding or in this case
in the chicken curry!
Sitting down with friends or family to eat
what you've made can make cooking even more fun.



One group member suggested drawing the illustrations for the book in cartoon form. A local cartoonist was involved and he supplied the group with drawing materials, advice and regular weekly teaching sessions and homework.

The illustrations produced were of such high standard that there were very few additional professional drawings required and a special thank you must go to Frazer, Andy and Ben for their hard work.

It took around six weeks to gather everything together: recipes, cartoon illustrations, information on healthy eating, dental health and food hygiene. The young people on the course got involved from day one. They picked the name of the book, selected the recipes and attended meetings.

The process has had many positive outcomes including three Young Offenders and two Prison Officers completing the Royal Environmental Health Institute of Scotland Elementary Food and Health Course and having two participants trained as peer educators able to run the course along side the Food Development Worker.

Free to Eat was funded through the Dental Action Plan in Forth Valley as part of an overall prison health improvement programme.

It's not just about cooking skills, food hygiene is very important when making any food.



Notes

Notes





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